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A brief overview of high school and community college programs for distributive occupations is presented, along with a discussion of the general problem of articulation and coordination of competencies that should be developed at the secondary and post secondary levels. A discussion of the scope and development of distribution precedes the definition and discussion of several competency models. One author, in presenting a conceptual framework for distributive curriculums, identified four areas of necessarily broad competencies: marketing, social, basic skill, and technological competencies. Data for the study were obtained by questionnaires submitted to secondary and postsecondary distributive educators to identify desired competencies and levels of proficiency, that is, mastery or acquaintance. Findings of the study indicate that the transition from the secondary level of distributive education to the postsecondary level is in need of considerably more coordination. One basis for this conclusion was the finding that for 12 basic competencies, the high school required a mastery level of proficiency, while the community college required only an acquaintance level. A 70-item bibliography of books, periodicals, and theses is appended. (CH)

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A STUDY OF EDUCATION FOR THE DISTRIBUTIVE OCCUPATIONS

With Implications for Better Articulation of High School and Community College Programs in Connecticut

by

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PART ONE

Scope and Development of Distribution

For some time there has been a need to give attention to programs of education designed to prepare young people for entrance into and success in the distributive occupations. There are programs for this purpose at several educational levels. The present study is confined to a consideration of programs that are or that may be offered at the high school and community college levels.

The purpose of this report is to present a brief overview of programs designed to prepare students for the distributive occupations here in the State of Connecticut. It also attempts to bring to the attention of all interested in education for distribution the current significant research bearing on the general problem of competencies that should and can be developed at the secondary school and at the community college levels.

It is not the purpose of this study to set forth what should be taught at any level, but rather to present basic background information that may serve as a basis on which committees of educators interested in the continued improvement of their programs may make changes they deem appropriate.

Meaning and Scope of Marketing

Marketing is generally thought of as being the movement of goods and the transfer of their ownership from producers to the ultimate users.

It involves all of the functions or activities concerned with the movement of goods and the transfer of ownership. It is a definite phase of production. Although it does not create form utility, marketing and those engaged in it do create time, place, and also ownership utility. The marketing functions include buying, selling, standardizing and grading, financing, transporting, storing, and bearing risk. Thus, persons who are engaged in any type of business whose duties involve any of these functions are said to be in the field of distribution. Such persons or businesses would include merchants, wholesalers, retailers, agents, and the like. The great volume of goods pouring out of our factories has little value until they are sold and become possessed by those who make ultimate use of them. Thus, when one considers that everything that is produced must be sold, one gains some understanding of the extent and importance of the field of distribution in a country having a gross national product of over $800 billion.

The importance of the field of distribution is elaborated upon by Edwin L. Nelson who pointed out in his paper published in Readings in Distributive Education: "When we segment our economy into production and distribution, it is a known fact that more than half the labor force is engaged in work other than the production of goods and services. These workers, in various capacities, set in motion the wheels that give meaning and value to all the goods and services produced in the economy. This is not to say, however, that all of the jobs in this major grouping of the labor force are distributive. A variety of activities are performed including the facilitating function of the office which, in itself, represents a vast employment area."[1]

Although there are limitations in labor market breakdowns, some confidence can be placed in the assumption that about 30 per cent of the labor force of over 77 million is engaged in distributive occupations. This figure is supported by State surveys, interpretations of labor figures, and related descriptive material.

Inasmuch as the creation of ownership or possession utility is the ultimate objective of the distributive process, it is of interest to note that in 1964 nearly 4½ million or 6.3% of the total labor force were involved in actual selling operations, and that this number and percentage is expected to rise to nearly 6 million workers representing 6½% of the labor force in 1975.[2] Figures such as these suggest the scope of the employment that the field of distribution represents.

Types of Business and Major Areas of Work in the Distributive Field

A look at the types of businesses, the industries, and typical specific jobs in the distributive field may be of assistance in a consideration of the broad field of education for distribution. Businesses generally thought to be engaged exclusively in the final distributive processes are those that would be classified as:

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[1] Haines, Peter, B., Kenneth L. Rowe, and Edward T. Ferguson, Jr. (Editors). Readings in Distributive Education (The project plan on instruction and related Teacher education), (A project performed under contract with U.S. Office of Education. No. OEG 3-7-070489-3128), Michigan State University, East Lansing, 1968, page 7.

[2] Social, Educational Research and Development, Inc. Vocational Education: a feasibility study for the suburbs of tomorrow (Volume I), (Conducted for the Educational Development Cooperative of Chicago area schools), Homewood, Illinois, 1968, page 135.

1. Merchants

    Wholesalers (firms that buy goods in large quantities and sell them to retail stores)

    Retailers (including single-line, multiple-line, mail order, supermarket, department store, discount house, etc.)

2. Agents

3. Other marketing agencies, particularly those that give aid in the distribution of goods; such as banks that lend money to finance the buying and selling of goods, insurance, railroad, trucking and other transportation, and advertising agencies.

Major types of industries requiring distributive workers would include those engaged in the selling or other distributing of:

Apparel
Food and kindred products
Lumber and wood products
Furniture and fixtures
Paper and allied products
Chemicals and petroleum
Rubber and related products
Leather and leather products
Stone, clay, and glass products
Tobacco and liquor products
Transportation equipment and parts
Professional and scientific instruments
Electrical machinery, equipment, etc.
Hotel and lodging services
Food services
Real Estate services
Transportation services
Advertising services
Insurance services
Banking services, etc.

There are many types of jobs, occupations, and semiprofessions that might be considered distributive in nature. Among the two-digit occupational group divisions established in the Dictionary of Occupational Titles

(Volumes I and II)[3] are included Group 16 (Occupations in Administrative Specialization), Group 18 (Managers and Officials), Group 26-28 (Salesmen and Sale Persons--Commodities), and Group 29 (Merchandise Occupations,, except Salesmen). Within these groups, one might identify such specific jobs as the following:

162.--field contact man
purchasing agent
buyer

163.--contracts manager
export manager
promotion manager
sales manager

164.--advertising assistant
direct mail specialist

185.--supervisor of sales
fashion coordinator
concessionaire
franchise promotion manager
service manager
wholesaler

260.--salesman and sales persons (by nature of products sold)

290.--sales clerks
peddler
routeman
canvasser and solicitor
auctioneer
shopper
demonstrator and model
display man and window trimmer

Because sales work forms so dominant a part of the distributive occupations, salesmen are sometimes grouped within three classifications: industrial, merchant, and consumer. These would include such sales jobs as the following:

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[3] Dictionary of Occupational Titles, Volume I, Definitions of Titles (Third Edition), Volume II, Occupational Classifications (Third Edition), U.S. Department of Labor, Washington, D. C., 1965.

- general industrial salesman
- sales engineer
- service salesman
- pioneer salesman
- dealer-service salesman
- wholesaler or jobber salesman
- detail salesman
- retail salesman
- specialty salesman
- door-to-door salesman
- route salesman

The above occupations are by no means exhaustive of the many that are representative of the distributive field, but perhaps they are indicative of the occupational areas of training which constitute the subject of this study.

Importance of Occupational Status and the Job

The question of why people select the occupations or jobs that they do select is always an interesting question. What does the field of distribution offer, besides money income, to one who enters it? The status afforded those who enter or continue in the distributive occupations, at any level, is a factor to be considered. Crane says:

> Income and reputation are poor indices to relative status for persons who cannot exchange jobs with one another. A sales manager may be paid more than a research director, businessmen in general earn more than educators, and gangsters become wealthier than anyone else in society. . . . We first must sort people as to occupation, . . . the most widely used and basic of status dimensions.[4]

Kahl also points out that:

> To Americans, occupation is the most important activity, so that man is judged by how well he does and how

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[4] Crane, Edgar. Marketing Communications, John Wiley & Sons, Inc., New York, 1965, pages 328-329.

> important his job is. The job's importance, in turn, depends upon the scarcity of the abilities and the amount of training it requires, the number of his subordinates, the wages, and the nature of the product.[5]

As more training is demanded to meet the growing demands for workers at more advanced levels in the distributive occupations and to take full advantage of the changing social, technological, and economic world, it is likely that the distributive occupations will achieve more status in the eyes of the public and of prospective workers than these occupations now enjoy.

Economic Factors that Affect the Field of Distribution

Changes brought about by advancing technology and by changes in the social and economic structure affect the field of distribution as they affect other fields. The expansion of self-service in the different types of retail stores places upon the customer the responsibility to perform certain tasks and to make basic choices. This has the effect, also, of relieving the salesperson of many tasks previously performed and allows him to devote his time and attention to other and perhaps more important tasks. For these more important tasks, he may need more advanced training.

The development of shopping centers which are often considerable distances from the central city and where parking is easy has changed customer shopping habits. At the same time, this development has forced central city merchants to consider new parking systems and merchandising policies, and to devise means of attracting and keeping qualified personnel. Minimum wage laws, from which some types of distributive businesses were formerly exempt, may have an effect upon the employment of part-time personnel and, to some extent, full-time personnel. In addition to the increased demand for goods and services caused by a constantly increasing population, consumer demand for new products, more services, and the fact that goods formerly considered luxuries are now considered necessities all affect the field of distribution and hence the need for trained distributive workers.

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[5] Kahl, Joseph. The American Class Structure, Holt, Rinehardt & Winston, New York, 1961, pages 85-86.

The coming of automation has made and will continue to make a great contribution to and many changes in the distributive process. Since selling is mainly a personal type of activity, automation will continue largely in the role of supporting the selling process. However, the success of mail-order and self-service activities seems to suggest an increasing role for all aspects of the distributive functions.

Rose[5a] points out that department stores have become leaders in the use of automation. In fact, in many types of retail operations automation is growing at a rapid rate. In part this is due to the availability of service centers that make it possible even for small stores to gain some of the advantages of automation. Also, manufacturers are adapting automated equipment to the needs of retailers. Rose indicates nine areas of applications of automation to retail operations:

1. credit operations - (With 25 per cent of American retail sales involving credit and with an average account involving three to five transactions a month, automation takes on new importance)
2. management control - (Prompt and accurate reporting of operational information can help management regulate such functions as

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[5a] Rose, Robert E. A Study of the Impact of Automation in American Department Store Operation with Resulting Need for Revision in the Course Content for Distributive Education Programs, University of Iowa, 1963, doctor's thesis, page 354.

budgeting, cost reduction, store location, work simplification and policy development)

3. office management - (centralization of paper functions)
4. stock control and purchasing - (With thousands of items in a retail inventory, automation is needed for automatic control and re-ordering of stock items)
5. sales forecast
6. vending operations - (particularly adaptable for fast-moving merchandise in a store, for after-business-hours sales, and in heavy traffic centers, such as transportation stations)
7. sales analysis - (particularly as a means of learning more about the customer and his needs)
8. storage and warehousing - (Use of automatic tow chains, conveyer belts, and power conveyers help move, store, and make available merchandise)
9. receiving and marking - (Automatic packaging and marking machines increase speed and accuracy of store operation)

The Importance of Retailing in the Distribution Process

Perhaps, from the standpoint of institutions that prepare students to enter the distributive occupations, the retail business is one of the most, if not the most important distributive type. Grocery stores and department stores are the two major employers of the students in cooperative programs in distribution. According to the 1968 Statistical Abstract of the United States, there were slightly over 1,700,000 retail business firms in operation in 1963. This number represented approximately 15 per cent of the over 11 million business firms in the United States in that year. Most of the retail business firms are relatively small, as only 37,000 of them had sales of over $1 million. All retail businesses together move great quantities of merchandise and furnish a livelihood for millions of people. In an age of bigness, the small retailer still affords an opportunity for a person to own and operate his own business. Kunesmiller,[6] for example, points out that from 1941 to 1958 the number of retail businesses grew 25 per cent, exceeding all other business growth, and that nearly three-fourths of retail business firms are individually owned. He defines a small retail business as one that has fewer than ten regular full-time employees, is individually owned, is operated by the owner, and is engaged in selling merchandise.

However, retail business is not without its risk. Kunesmiller explains the importance of the small merchant in these terms:

> The success of the individual small merchandise retailer is vital to the American economy. The failure of one small merchant is merely a statistic, but the growing number of failures is a real issue. If but one merchant ceases to exist, manufacturers lose an important contact with the past and future customers for their products, the credit liabilities of the defunct firm become bad debts, resulting in an increase in prices to consumers; consumers lose a point of service for products which they have purchased; and, finally, the merchant who has failed faces financial and emotional adjustments. The economic, social, and personal scars are deep and lasting as a result of such a defeat.[7]

The concern expressed is evidenced by the high rate of disappearance of firms from the American scene. Kunesmiller[8] goes on to point out that when related to the number of newly created retail establishments, the number of discontinued businesses appears to represent a discontinuance rate of about 90 per cent.

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[6] Kunesmiller, Charles F. Recognized Educational Needs of Independent Retail Store Owners in Selected Cities in California, University of California, 1961, doctor's thesis, page 9.

[7] Ibid., page 1.

[8] Ibid., page 12.

Problem Areas of the Retailer

If the retailer is so important a factor in the field of distribution and makes so valuable a contribution to the American economy, it would seem that some attention should be given to his needs and problems. In his study of over 100 retail store owners, Kunesmiller was able to determine what these businessmen considered to be the "most serious" problems of small business. The following were identified by rank:

Taxes
Financing
Labor
Competition
Bookkeeping
Credits and collections
Controlling expenses
Parking
Licensing
Franchising

Buckner,[9] in his study of retail executives and the competencies they need, found that the greatest need for executive personnel exists in the merchandising division of retail stores. Other functional areas in need, however, included store operations, control, sales, sales promotion, personnel, and suburban store management. Another evidence of need might be suggested from the identification of the major areas of research being undertaken by the research departments of retail stores. According to Buckner[10] these are:

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[9] Buckner, Leroy M. A Study of the Characteristics and Qualifications of Retail Store Executives and Their Appraisal of the Competencies Needed by Their Successors, George Washington University, 1966, doctor's thesis, page 127.

[10] *Ibid.*, page 129.

Market surveys (to determine customer opinion, market preferences, purchasing habits of consumers, etc.)
Expense control and budgets
Branch store expansion and new locations
Systems and procedures
Sales planning
Use of management consultants
Development of evening business in downtown stores
Application of electronic data processing to merchandise stock controls
Service standards analysis in downtown and branch stores
Administrative organization

A recognition of the problem areas may be of some assistance to educational institutions in developing and improving their programs designed to prepare students to enter and succeed in distributive occupations.

PART TWO

Competencies as a Basis of Education for Distribution

Basic Sources of Value to the Distributive Educator

In the preparation of students to enter and succeed in any vocational area, it is necessary to know the nature of the work performed by those who do that type of work and what those workers need to know in order to perform efficiently. Much assistance is available to the educator in this regard through the U. S. Dictionary of Occupational Titles, which codes, lists and gives specifications of jobs of different types. Also valuable to the distributive educator is the Standard Industrial Classification Manual which covers the entire field of economic activity. The Manual was prepared by the Technical Committee on Industrial Classifications, Office of Standards, U. S. Bureau of the Budget. It was developed for use in classifying establishments by type of activity in which engaged; for purposes of facilitating the collection, tabulation, presentation, and analysis of data relating to establishments; and for promoting uniformity and comparability in presentation of statistical data. With respect to competencies in a given line of work, it is necessary to locate or identify these from the growing volume of research identifying needed competencies by nature of the work to be performed. In this study interest is centered on types of work included in the distributive occupations.

A third source of helpful information is the taxonomy, which is a classification or an arrangement. Carmichael defined the taxonomy as used in his study as "a classification of the activities of retail management personnel by major marketing and distribution competency areas ranked according to their relative importance, their crucialness to success on the job, and frequency of performance."[11]

Competency - What is it?

When the word "competency" is used in this study, it refers to the ability to do the work. In order to be meaningful, competencies or abilities must be sufficiently detailed and classified. Thus, to say that a retail sales clerk must possess a "selling competency" is largely meaningless because it is too broad to serve as the basis for curriculum considerations. On the other hand, to say that he should be able to explain technical and sales features of merchandise or that he should be able to handle customer's complaints suggests the specific nature of the abilities needed for the job.

Competencies may also be thought of in terms of skills, knowledges, and understandings. Or, one might say that a person who is competent possesses knowledge (information of value in the situation), understanding (the comprehension of related knowledges of value in the situation), and proper attitude (the desirable feeling or emotion toward something or someone, as appropriate to the situation), and is able to combine and use these in the performance of his job tasks. An individual is competent only in relation to those tasks or that job that he performs efficiently and with grace. The purpose of this Part is to determine competencies that should be possessed by those who enter and hope to succeed in distributive occupations.

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[11] Carmichael, John Hector. An Analysis of Activities of Middle Management Personnel in the Retail Trade Industry with Implications for Curriculum Development in Post-Secondary Institutions. A research project conducted with support from the J. L. Hudson Company, Detroit, Michigan and the Research and Development Program in Vocational-Technical Education, Michigan State University, East Lansing, Michigan, 1968, page 17.

The Broad Competency Approach

In his paper dealing with a conceptual framework for distributive curriculums, Nelson emphasizes the need to develop broad competencies. "In order to get, hold, and progress on a job in line with his job objective, an individual must bring to the employment situation a social competency, a basic skill competency, a marketing competency, and a technology competency. In addition, distributive educators are now placing importance upon an economic competency as a necessary employment qualification. As is true for each competency area, instruction in economics varies in depth according to the level of job objective to be served. It can be said that these five competency areas represent the performance standards upon which qualifications for a known job opportunity can be judged and measured. The degree to which each is treated becomes the prime consideration in curriculum development."[12]

Nelson goes on to discuss the following functions, pointing out that they demonstrate the commonality of the marketing task, and establish the fundamental framework for all curriculum in distribution and marketing.

Selling--important inasmuch as "the sale" represents the culminating activity toward which all other marketing activities are directed.

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[12] Nelson, Edwin L. "A Conceptual Framework for Curriculums in Distributive Education," (a presentation by the author, through the Distributive and Marketing Occupations, State Vocational Services, Division of Vocational and Technical Education, U. S. Office of Education, Washington, D. C., (not dated), pages 5-6.

Instruction in selling is concerned with communicating facts, influencing buying decisions, and providing required services.

Sales promotion--includes advertising, display, special display events, public relations, and the coordination of these media with personal selling.

Buying--instruction involves planning for this activity and obtaining and controlling products or raw materials for resale of further processing.

Operations--instruction centers on product handling, purchasing of supplies, protection, customer services, and use of equipment, supplies, and services.

Market research--instruction deals with locating, interpreting and using facts associated with the climate for the sale of goods or services: how internal improvements can be made, meeting existing and emerging problems, and the creation of new markets.

Management--concerned with the factors of who, what, when, why, and how. Instruction includes such areas as policies, organization, personnel, financing, and analysis of accounting information.

The importance of the product or service (which is the agent that unites economic production and economic distribution) gives rise to the need to develop a technology competency. This competency should be developed in direct reference to an identified standard industrial classification.

Levels of Performance in Distributive Occupations

Rather than using job level (such as "entry," "career or developmental," "specialist" or "middle management"), Samson, as indicated by his paper published in Readings in Distributive Education, believes that a more useful breakdown would be one following the taxonomy of educational objectives. He believes that six levels of activities should be part of the sequence planned for every student who gains his vocational application through participating activities, and lists them as follows:

1. Facts and information. In this first level the student would become acquainted with facts about distribution, the various functions, and the definitions of simple terms.

2. Processes and terminology. At this level he would learn the order of steps to be followed in routine activities, sequences in the process, and the association of terms with their generalized meaning.

3. Fundamental activities. This would include the carrying out of tasks assigned in either written or oral manner; the development of skills and accuracy in following a single routine; and the ability to effectively replicate in a working condition demonstrated skills and procedures.

4. Basic job activities. This would require that the student identify elements within a task or steps within a process. He would be expected to solve, independently, basic job problems and would combine various fundamental activities into his behavior in order to perform all the tasks of a complete basic job or occupational position.

5. Operational level activities. At this level the student would be expected to draw conclusions from several incidents, and from these generalize to new problems or new job situations. Also, he would be expected to hypothesize outcomes if certain procedures or actions were taken and make appropriate decisions. This level would require that he have a fairly high degree of competence in functional, product, and social skills.

6. Management level activities. At this level he would have to be able to make judgments, determine values, and perhaps extend these to fields outside that for which he has been basically prepared. The student would also be expected to interpret action, trends, and to project these into action or policy.[13]

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[13] Samson, Harland E. "Development of a Matrix," appearing in Haines, et al., Readings in Distributive Education, Michigan State University, East Lansing, Michigan, 1968, page 48.

Samson provides sample two-dimensional matrices for use in developing and assigning marketing projects for distributive students. On the X axis might be listed the Levels of Study, whereas on the Y axis might be listed the Areas of Study designed to develop marketing competency, economic competency, technological competency, basic skill competency, or social competency. Samson suggests that a three-dimensional matrix could be accomplished by adding grade level, SIC classification or other factors.

Technical Competencies Needed

Lucy C. Crawford[14] identified and detailed 983 technical competencies deemed necessary for distributive workers. These were classified into nine competency areas as follows:

Advertising

Communications

Display

Human relations

Mathematics

Merchandising

Produce and/or service

Operations and management

Selling

The technical competencies identified were those needed by distributive workers to perform critical tasks in selected jobs in a two-step career.

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[14] Crawford, Lucy C. A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education, (A research project supported by the U. S. Office Education Grant No. OE 6-85-044), Virginia Polytechnic Institute, Blacksburg, Virginia, 1967, page 201.

The critical tasks of the distributive workers were identified through 400 job interviews concerning 76 jobs in 7 categories of business: department stores, variety stores, food stores, restaurants, service stations, wholesaling, and hotels-motels. An example of how the competencies were stated is presented here for the area of Advertising:

Knowledge or Understanding:

> The purposes of advertising, such as build customer traffic, build a reputation for the store, stabilize sales volume and introduce new products.[15]

Skills:

> In evaluating the effectiveness of advertising in terms of sales and costs.[16]

Attitude:

> That effective advertising builds goodwill in customers.[17]

Another study of importance dealing with competencies needed by distributive workers was one conducted by Ertel[18] who grouped 332 tasks performed under twelve categories of activities. These categories are:

1. Selling
2. Keeping and counting stock
3. Operating checkstand and sales register
4. Receiving, checking, and marking merchandise

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[15] Ibid., page 1?7.

[16] Ibid., page 99.

[17] Ibid., page 102.

[18] Ertel, Kenneth A. Identification of Major Tasks Performed by Merchandising Employees Working in Three Standard Industrial Classifications of Retail Establishments, Final Report, Project No. ERD 257-65, U. S. Office of Education, Washington, D. C., 1966, page 47.

5. Delivering
6. Keeping accounts and records
7. Computing information using mathematic skills
8. Planning and arranging interior and window displays
9. Planning, preparing, and placing advertisements
10. Buying merchandise for resale
11. Pricing merchandise
12. Controlling merchandise

Competencies Needed by Middle Managers

Carmichael[19] in a study recently completed (December, 1968) analyzed the activities of middle management personnel in the retail trade industry. His study involved 15 firms in SIC Group 53, Retail Trade--General Merchandise, and a total of 701 middle managers. He identified 127 core crucial activities of retail middle managers. By "core crucial" he meant activities that were reported crucial to job success by half or more of the retail middle managers. The 127 activities were classified under ten competency areas, as follows:

Selling
Sales promotion
Buying
Operations
Market research
Managerial--Planning
Managerial--Directing
Managerial--Coordinating
Managerial--Innovating
Managerial--Controlling

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[19] Carmichael, John Hector. An Analysis of Activities of Middle Management Personnel in the Retail Trade Industry with Implications for Curriculum Development in Post-Secondary Institutions, A research project conducted with support from the J. L. Hudson Company, Detroit, Michigan, and the Research and Development Program in Vocational-Technical Education, Michigan State University, East Lansing, Michigan, 1968.

It is interesting to note in passing that Carmichael found that the 11 top-ranked Selling activities, although customer-oriented, relate to satisfying customers, rather than actually selling to them. Direct customer sales efforts are made by rank and file employees. The mid-managers served as a backup to handle complaints and to insure customer satisfaction.

By way of illustration, the top core crucial activity within each competency area reported by the greatest number of managers is as follows:[20]

1. Handling customer complaints (Selling)
2. Presenting the firm in a favorable image (Sales Promotion)
3. Determining appropriate quantities to order (Buying)
4. Developing and applying measures to prevent store shrinkage (Operations)
5. Determining consumer demand (Market Research)
6. Following instructions from supervisors (Managerial-Planning)
7. Making proper, timely decisions (Managerial-Directing)
8. Keeping superiors informed (Managerial-Coordinating)
9. Handling responsibilities that cannot be delegated (Managerial-Controlling)
10. Searching for ways to make my position more effective (Managerial-Innovating)

Another researcher, Buckner[21] classified the retail store executives he studied into 12 functional classifications, as follows:

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[20] Ibid., page 145.

[21] Buckner, Leroy M. A Study of the Characteristics and Qualifications of Retail Store Executives and Their Appraisal of the Competencies Needed by Their Successors, George Washington University, 1966, doctor's thesis.

Personnel
Control
Merchandise managers
Assistant or divisional merchandise managers
Buyers
Sales
Sales promotion
Store operation managers
Store managers
Assistant store managers
Branch store managers
Chain store managers

His findings relative to the areas of knowledge and the courses needed by executives will be treated later in this report.

Personal Competencies Necessary in Distributive Occupations

Perhaps more attention than has in the past should be given to the development of personal competencies. It is possible that these may be of considerably more importance for success than possessing certain knowledges and understandings.

Some attention has been given to personal qualities needed by managerial personnel. Kunesmiller[22] found that the more successful owners of small business, as contrasted with less successful executives, were characterized by certain personal qualities as determined by a structured-objective Rorschach Test. These were:

More extensive range of interests

Greater ability to direct attention upon the problem at hand

Greater sensitivity to the popular, accepted point of view

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[22] Kunesmiller, Charles F. Recognized Educational Needs of Independent Retail Store Owners in Selected Cities in California, University of Southern California, 1961, doctor's thesis, page 318.

Greater self-confidence

Greater tendency to accept social responsibility

Acceptance of governing roles of behavior in society

Greater inherent activity potential

Based on his study, Buckner[23] identified 14 personal qualities needed by future retail store executives. The five of the fourteen that seem most important are the following:

Strong leadership ability

Breadth and depth experience in retailing

Ability to get along well with people

Aggressiveness and drive

Initiative and willingness to work long and hard

Other Competencies that Help Assure Success

In the identification of competencies needed for success in the business world, findings of some research related to but not directly concerned with the field of the distributive occupations may be of assistance. Greene[24] in his study of the arithmetic competencies needed by junior college business graduates in Georgia, identified 16 out of 46 arithmetic competencies considered to be most important by the businessmen who were contacted. These include facility in and understanding of:

addition
subtraction
multiplication
division

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[23] Buckner, Leroy M. A Study of the Characteristics and Qualifications of Retail Store Executives and Their Appraisal of the Competencies Needed by Their Successors, George Washington University, 1966, doctor's thesis, page 77.

[24] Greene, J. Hubert. What Are the Arithmetic Competencies Needed by Junior College Business Graduates in Georgia, New York University, 1962, doctor's thesis, page 77.

percentage
shortcuts in the fundamentals
decimal fractions
common fractions
averages
payroll earnings and deductions
reconciliation of bank statements
ratio and proportion
cash and trade discounts
business statements
simple interest, and
Federal Social Security

The efficient operation of distributive enterprises, like that of any type of business enterprise, depends to a substantial extent upon an adequate system of accounting records and upon management's ability to interpret and make proper use of those records. Rich,[25] studied 50 small consumer-service type businesses and found that accounting records were basically utilized for the historical purposes of preparing reports to fulfill legal requirements, usually of a tax nature. The accounting records were not fully utilized as a means of providing data for policy information and managerial decisions in planning and directing business performance and in reporting to owners and other interested parties.

For an efficient system of control, Rich felt that accounting records should provide data about the following:

1. Establishment of standards. What constitutes an acceptable level of performance?
2. Determination of actual performance. What was actually accomplished?
3. Comparison of performance to standards. How does actual performance compare to standard performance?

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[25] Rich, John H. The Utilization of Accounting Records in the Operation and Management of Small Consumer-Service Type Businesses, Indiana University, 1964, doctor's thesis.

4. Differences between performance and standards. What are the important differences between actual performance and standard performance?

5. Corrective action. What corrective action could be initiated?[26]

In general, Rich found, as have other researchers who have given attention to the use of accounting reports in the management of small business enterprise, that accounting records are often not designed for or fully utilized as a means of providing data for policy information and managerial decisions in planning and directing continuing business operations. Indeed, many firms do not prepare financial statements that really indicate the financial health and profit status of the company. It would seem that attention should be given to developing on the part of students who desire to enter, succeed, and advance in the field of distribution some understanding of the establishment of an efficient system of accounting records, and the ability to make proper use of those records as the basis for decision making.

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[26] *Ibid.*, page 172.

PART THREE

Preparation for the Distributive Occupations in the High School - General Considerations

It is not the purpose of the present study to recapitulate or discuss in detail what should comprise the distributive education course in the high school. Many states have syllabi and curricular or coordinator's guides prepared by committees of qualified teachers of the distributive subjects and published by the various state Departments of Education. An example of these is the publication, Distribution 1 & 2 Syllabus, published by the University of the State of New York and the New York State Education Department. The Bureau of Vocational Services of our own Connecticut State Department of Education has published and made available a Distributive Education Coordinator's Guide. Syllabi and guides of this nature define and set forth the goals of distributive education at the high school level, deal with the role of the teacher-coordinator, and discuss and suggest the program of instruction (including curriculum and suggested content). They also offer suggestions relative to the selection of students for the program, the selection and use of advisory committees, the value and use of a distributive club program, and evaluation bases.

What is Education for the Distributive Occupations?

Distributive education, as defined in the Connecticut Coordinator's Guide:

> is one phase of vocational education. It is a training program which prepares persons for careers in the retail, wholesale, and service occupations.[27]

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[27] Distributive Education - Coordinator's Guide. Bureau of Vocational Services, Division of Vocational Education, Connecticut State Department of Vocational Education, Hartford, 1968-1969, page 2.

This definition suggests that such training may be offered not only at the high school level, but also in post-secondary and collegiate institutions. The New York syllabus defines distributive education in more detail as identifying

> a program of education designed to provide instruction in distribution and marketing. As a program, distributive education includes high school, post-high school, and adult programs for employees, managers, and proprietors engaged in distribution. It also includes preparatory training for prospective workers. The scope of the distributive education program is extremely broad and covers retail, wholesale, service occupations, and some facets in the industrial area. The program is concerned with people engaged in distributive occupations.[28]

It then goes on to define "distributive occupations" as those occupations that are

> followed by proprietors, managers, employees, and prospective employees, engaged primarily in or training for, positions involved in the marketing or merchandising of goods or services. Such occupations may be found in various business establishments, including, without being limited to, retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing. Distributive occupations do not include trade, industrial, or office occupations.[29]

What Should be Included in the High School Program?

Considerable use is made, throughout the United States and in the State of Connecticut, of advisory committee personnel in an attempt to keep the nature of the training and subject matter taught in distributive courses up to date. The use of advisory committees, made up of knowledgeable businessmen in the field of distribution, is a valuable means of keeping instruction pertinent and up to date. Feedback from graduates

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[28] Distribution 1 and 2 Syllabus, The University of the State of New York and the State Education Department, Albany, 1965, page 2.

[29] Ibid., page 2-3.

g. Display

h. Marketing

Some schools throughout the country feel that, in addition to basic information for students preparing to enter the distributive occupations, more advanced knowledges, abilities, and understandings can be developed. Johansen,[32] in his evaluation of high school distributive education programs, found schools offering instruction in five basic areas of distribution: merchandising, operating, control, sales promotion, and personnel. Under these areas, the following topics were included:[33]

- Merchandising
    - General organization and supervision
    - Unit control system
    - Basic stock control
    - Order preparation and processing
    - Selling in specialized areas
    - Mail and telephone orders

- Operating
    - Invoice control and checking
    - Receiving and marking
    - Stock handling and storage
    - Inspection and delivery
    - Adjustments
    - Customer services
    - Maintenance and housekeeping

- Control
    - Sales and order auditing
    - Accounts receivable and payable
    - Credit and collections
    - Inventory control
    - Timekeeping and payroll
    - Finance

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[32] Johansen, Harold D. *An Evaluation of the Federally Reimbursed Distributive Education Programs in Iowa High Schools with Specific Reference to the Evaluative Guides as Developed by the National Study of Secondary School Evaluation*, University of Iowa, 1963, doctor's thesis.

[33] *Ibid*., page 31.

Sales promotion
    Advertising preparation and media
    Special promotions
    Window and interior display
    Comparison shopping

Personnel
    Employment (recruiting, interviewing, placement, and records)
    Training and customer policies
    Promotions and transfers
    Wage administration

A rather good indication of what is, or what qualified persons feel should be taught in high school distributive education might be obtained by examining two major sources: (1) the curriculum or coordinator's guide and (2) the basic textbooks used in the program.

According to the Connecticut State Department of Education's Distributive Education Coordinator's Guide, it is suggested that instruction be provided in Distributive Education I in the following units and major areas:

I. Personnel
    A. Self Analysis as a Step Toward the World of Work
    B. Development of Personal Characteristics for Employability
    C. Education for Distribution
    D. Planning Occupational Goals in Distribution
    E. Securing Employment in Distribution
    F. Employment Orientation
    G. Development of Goals for Self-Improvement

II. Selling
    A. The Customer's Viewpoint in Selling
    B. Kinds of Employment in Distribution
    C. Self-Service Selling

III. Product Information
    A. How Products are Packaged and Tested to Increase Sales
    B. Product Information for Selling Efficiently

IV. Sales Promotion
    A. How Distributive Businesses Promote Sales through Advertising and Visual Merchandising
    B. Using Advertising as a Selling Aid

V. Merchandising
   A. How Mathematics is Used in Distribution

VI. Marketing Process
   A. The Importance of Distribution in our Economy
   B. Channels of Distribution

VII. Organization and Operation
   A. How Distributive Businesses Assemble Goods
   B. Kinds of Distributive Businesses
   C. How Credit Serves the Customer and the Distributor[34]

It is suggested that Distributive Education II, taken by students during their senior year, include the following:

I. Personnel
   A. Progress Reports and Employer Evaluations
   B. Human Relations in Business
   C. Job Evaluation Related to Individual Development

II. Selling
   A. Blueprint for Retail Selling
   B. Sales Demonstration Selling
   C. Advanced Selling Techniques in Specialized Areas
   D. Sales Presentations to Groups

III. Product Information
   A. Standards, Grades and Labels
   B. Individual Product Information Workshop (Durable Goods)

IV. Sales Promotion
   A. Window Display
   B. Interior Display
   C. Advertising Layout and Copywriting
   D. Marketing Research Project
   E. Display Principles and Techniques

V. Merchandising
   A. Merchandising Math
   B. Merchandise Planning and Stock Control

VI. Marketing Process
   A. Distribution in a Free Economy
   B. Functions of Marketing
   C. Trends in Distribution

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[34] Distributive Education - Coordinator's Guide. Bureau of Vocational Services, Division of Vocational Education, Connecticut State Department of Vocational Education, Hartford, 1968-1969, page 32.

VII. Organization and Operation
  A. Stockkeeping on the Selling Floor
  B. Sales Supporting Activities and Customer Services
  C. Kinds of Consumer Credit
  D. New Practices and Methods in Consumer Credit[35]

Importance of Basic Textbooks in Distributive Education

An analysis of the content of the basic textbooks used gives rather definite clues to the type of subject-matter information and understandings presented and the nature of the skills and abilities that are developed in the high school distributive education courses. This is true even when taking into account the fact that most teachers use supplementary materials to enrich the course offerings.

Martin,[36] in his analysis and evaluation of selected distributive education, recognized the importance of the basic textbook in the instruction process. In his study, he examined selected distributive education textbooks to determine and analyze the facts, principles and concepts presented. On the basis of the study, Martin noted that much more attention should be given, particularly in the study of retail store salesmanship, to the consumer viewpoint. Students should be indoctrinated with the philosophy that retail store "salesmanship is something to be practiced for, not on, customers,"[37] and textbooks should reflect this point of view. The important aspect of Martin's study, for our purposes here, however, is the importance he attaches to the textbook as a basis for learning.

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[35] Ibid., page 34.

[36] Martin, Craig T. An Analysis and Evaluation of the Retail Store Salesmanship Content of Selected Distributive Education Textbooks Currently Available for Use in the Public High Schools of Upstate New York, New York University, 1962, doctor's thesis.

[37] Ibid., page 151.

As a part of the present investigation, an attempt was made to determine those textbooks generally used as basic texts. Those texts are identified on page 41 of this study. An examination of these basic texts dealing primarily with distributive subjects (retailing, salesmanship, and advertising) indicates that the following units and topics are considered:

Retailing

- Development, growth and opportunities
- What makes a successful retailer
- Store policies and system
- Knowing the merchandise
- Preparing the merchandise for sale
- Succeeding in selling
- The consumer consultant
- Visual merchandising
- Sales promotion
- Customer services
- Fashion merchandising
- The changing market
- Store location, layout, and organization
- Buying principles and practices
- Pricing
- Accounting and control
- Personnel management

Salesmanship

Topics covered in all basic texts:

- The techniques of getting a selling job
- The telephone as a sales aid
- Closing the sale
- Finding customers
- Ethics in selling
- Why the customer buys
- Personal qualities for store salesmanship
- Conducting the presentation
- Handling customers' objectives

Product knowledge
The seller's arithmetic skills
Customers' special buying problems

Topics covered in some but not all basic texts:

Foundations for selling
Selling additional merchandise
Recording the sale
Merchandise knowledge for salespeople
Care of merchandise
Aids to selling-store display
Rating the salesperson
Compensating the salesperson
Selling as a career
Selling in our modern economy
The salesman's market environment
Types of selling jobs
Opportunities in selling
Organizing your sales presentation
Making the approach
Selling more to your customers
Direct mail as a sales aid
Managing your sales time
A career in selling
Patterns of distribution
Determining customer demand
The salesman's company and its policies
The seller's arithmetic skills
Getting ready to meet customers
Analyzing customers' wants
Sales promotion
Mass selling through written communications
Selling by radio, television, and other group presentations
Business law and the salesman
Regulations of selling practices
Sales management

Advertising

Topics covered in all basic texts:

Advertising for the large retail store
Advertising for the small retail store
Attention and interest through trade-marks, brand names, slogans, and labels
Radio and television advertising
The layout
Headlines and illustrations
Determining consumer demand
Purposes of sales promotion and advertising
Advertising marches on

Topics covered in some but not all basic texts:

Who pays the vast advertising expenditures?
Why people buy
The selling process
Converting readers into buyers
Type and printing
Engravings and plates
Mediums of periodical advertising
Mediums of mass advertising
Mediums of direct advertising
The advertising campaign
Advertising for the mail-order house
The sales letter
Distribution and sales promotion
Economic setting of distribution
Responsibilities of distribution
Channels of distribution
Markets are people
Marketing strategy
Influencing consumer buying decisions
Sales promotion and advertising
Scope of advertising
The magic of color
Periodical media
Mass media
Direct-mail media
The sales-promotion campaign
Direct-mail marketing

It may be assumed, then, that the high school student taking Distributive Education I and/or Distributive Education II has had the opportunity to obtain knowledges and understandings and to develop the abilities related to the areas of study listed.

PART FOUR

An Overview of Preparation for the Distributive Occupations in Connecticut's High Schools

Because of the constant demand for workers in the distributive occupations, this field of work offers excellent opportunities for the young person who does not wish to continue his formal education beyond high school. In fact, it is estimated that, for the nation as a whole, nearly half of the high school graduates enter some form of employment in the field of distribution. Many such persons gain entrance into the distributive occupations through seeking and obtaining employment as retail sales clerks or stock clerks and learn the skills they need in company training programs or through experience on the job. A number of students, however, are able to obtain some training for the distributive occupations as part of their high school education through programs commonly known as distributive education.

Distributive education in the State of Connecticut has experienced rapid growth. Since the inauguration of the first high school distributive education program in Hamden High School in 1938, the program has provided training for thousands of students. There are at this writing 61 high schools in the state that offer their students the opportunity to prepare for the distributive occupations in state approved programs. In addition, a number of schools, while not offering approved distributive education programs, do make available to students certain courses, such as Salesmanship, which permit a student to gain at least an introduction to or some elementary knowledge of the field of distribution.

In order to obtain up-to-date background information as a basis for this study, a limited survey was undertaken of some of the representative distributive education programs now operating in the high schools of the state. The investigators were interested primarily in determining what the purposes of the programs are, who is attracted to the program, what text and other instructional materials are used, what is taught in the program, how the program is structured, what type of supervised cooperative occupational experience is provided, and the type of jobs for which students are prepared. An interview guide especially developed for the purpose was employed both as a guide and as a form on which to record responses of the teacher-coordinators with whom the investigators talked. A copy of the interview guide appears in the appendix.

The Organization of the High School Distributive Program

The student who wishes to prepare for a distributive occupation follows the regular school program through the 10th grade. Beginning with the Junior year (11th grade), he may take Distributive Education I; and as a Senior he may take Distributive Education II. In the main, practically any student showing an interest in preparing for the field of distribution may enroll in Distributive Education I. In some schools, however, students are required to fill out an application when applying for Distributive Education II. The information from this application is used to determine whether the student will be accepted into the program. The coordinators in a few of the high schools select fairly carefully the students that enter Distributive Education II, whereas most others permit students who show a real interest in distribution to enroll in Distributive Education II.

Students enrolled in the distributive education programs are not required to take any non-distributive courses that would contribute to vocational competence. However, teacher-coordinators encourage students to include in their high school programs one or more non-distributive courses that they believe contribute greatly to student preparation for distributive occupations. Among these courses are:

1. General Business
2. Typewriting I
3. Typewriting II
4. Bookkeeping I
5. Bookkeeping II
6. Data Processing
7. Consumer Economics
8. Office Machines
9. Business Law
10. Business Math
11. Public Speaking

Objectives of High School Distributive Education in Connecticut

The purposes and objectives of the individual programs in Connecticut's high schools are stated in different ways and with different emphases. Perhaps the objectives as set forth in the Lyman Hall High School program in Wallingford are typical of those for most high school programs.

A. Primary Objectives

   1. Introduce the student to the field of distribution and marketing.

2. Provide an educational experience that will enable the student to achieve success in a distributive occupation.
3. Provide the student with information which will make him aware of the varied opportunities in distribution.

B. Secondary Objectives.

1. To promote good work habits and attitudes toward work.
2. To promote the development of desirable traits and character.
3. To promote feelings of self-respect and self-achievement.
4. To promote a positive understanding of employee-employer relationship.
5. To promote student guidance including vocational preparation.
6. To promote co-operative attitudes.

Primary objectives which concern themselves with the provision of educational experience and information are divided into two areas of instruction: (1) specific requirements of the job on which the student is receiving training and experience; and (2) general requirements of the future position students will assume, which will provide opportunities for greater service and responsibilities in the field of distribution.

Secondary objectives are concerned with social and moral concepts of living and working together in our modern society. The coordinator can play an important role in influencing the student's personality through supplementary instruction. By emphasizing good work habits, co-operative attitudes, and desirable character in classroom instruction, the student gains a realization of the importance of these facets of his personality as it pertains to his work.

The effectiveness of distributive education on the high school level will be determined by the primary and secondary objectives set forth by the teacher-coordinator.[38]

Units of Study in Distributive Education

In order to provide students with the knowledges, abilities, and understandings to prepare them for the distributive occupations, certain areas or units of study are commonly included in the distributive education programs around the nation. According to Tonne, Popham, and Freeman these include:

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[38] Business Curriculum. Lyman Hall High School, Wallingford, Connecticut, 1963-1964.

Orientation (including how to apply for a job, record sales, wrap merchandise, and conform to rules of the store in which the student is placed)

Salesmanship (including actual sales demonstrations and the preparation of a merchandise manual)

Buying Goods (including determination of what to buy, markets, services of buying offices, techniques, and terms)

Receiving and Marking Goods (including pricing, coding, stock work, routing, etc.)

Store Arithmetic (including computation of invoices, open-to-buy, stock turnover, markup, and markdowns)

Stock Control (including inventory and unit control)

Color, Line, and Design (including basic principles necessary for effective selling, such as attractive color combinations, lines that minimize height, or appropriate groupings)

Textiles (including sources, manufacturing processes, techniques for identifying, synthetics, and so forth)

Display (including grouping, lighting, backgrounds, and so forth, with considerable experience in building displays)

Advertising (including media, evaluation of numerous advertisements, visits to newspaper offices, writing of advertisements)[39]

Basic Texts Are Important Guide to Content

Although other classroom and outside activities provide enriched knowledges and understanding relative to the field of distribution, in the main most basic information is imparted through the text and other instructional materials made available to and required of students. It is possible, then, that the textbooks required of students give an indication of the knowledges, concepts, and understandings obtained by the students. Basic text materials generally used in the distributive education program are indicated below:

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[39] Tonne, Popham and Freeman. Methods of Teaching Business Subjects, Second Edition, New York: McGraw-Hill Book Company, Inc., 1957, page 310.

Distributive Education I

John W. Ernest and George M. DaVall. Salesmanship Fundamentals, (New York: Gregg Publishing Company, 1959).

Robinson, Blackler and Logan. Store Salesmanship, 6th edition (New York: Prentice-Hall Publishing Company, 1966).

Rowe and Carroll A. Nolan. Fundamentals of Advertising, 6th edition, (New Rochelle, New York: South-Western Publishing Company, 1957).

John W. Wingate and Carroll A. Nolan. Fundamentals of Selling, 8th edition, (New Rochelle, New York: South-Western Publishing Company, 1964).

Distributive Education II

John W. Ernest and George M. DaVall. Salesmanship Fundamentals, (New York: Gregg Publishing Company, 1959).

Carroll A. Nolan and Roman F. Warmke. Marketing Sales Promotion and Advertising, 7th edition, (New Rochelle, New York: South-Western Publishing Company, 1965).

G. Henry Richert, Warren G. Meyer and Peter G. Haines. Retailing Principles and Practices, 4th edition, (New York: Gregg Publishing Company, 1962).

Shilt, Carmichael, and Wilson. Business Principles and Management, (New Rochelle, New York: South-Western Publishing Company, 1967).

Use of Supplementary Materials Enhance Student Learning

In addition to the basic textbooks used to provide students with the basic knowledges, concepts, and understandings, high school teacher-coordinators of distributive education make use of many supplementary materials to enrich the students' educational experience and to give them a deeper understanding of various aspects of the field of distribution. Among the items used to enrich student learning are the following:

Aspley and Harkness. Sales Manager's Handbook, 10th edition, The Dartnell Corporation, 1965.

Marketing in Our Economy, The University of Texas, Division of Extension, Distributive Education Department, Austin, Texas.

Rath, Tapp and Mason. *Case Studies in Marketing and Distribution*, The Interstate Printers and Publishers, Inc., Danville, Illinois, 1965.

Basic Fashion Training, The University of Texas, Division of Extension, Industrial and Business Training, Austin, Texas.

Shoe Manual, Texas Education Agency, Vocational Education Division, The University of Texas, Austin, Texas.

Merchandising, The University of Texas, Division of Extension, Distributive Education Department, Austin, Texas.

Let's Sell Ready-to-Wear, The University of Texas, Division of Extension, Industrial and Business Training, Austin, Texas.

Hardwares and Housewares Manual, The University of Texas, Division of Extension, Industrial and Business Training, Austin, Texas.

Retail Credit Fundamentals, The University of Texas, Division of Extension, Industrial and Business Training, Austin, Texas.

Display Selling, The National Cash Register Company, Dayton, Ohio, 1959.

Making Your Windows Work for You, The National Cash Register Company, Dayton, Ohio, 1959.

Sales Promotion, The University of Texas, Division of Extension, Distributive Education Department, Austin, Texas.

Junior Department Store Operation, The University of Texas, Division of Extension, Industrial and Business Training Bureau, Austin, Texas.

Drug Manual, The University of Texas, Division of Extension, Distributive Education Department, Austin, Texas.

Floristry, The University of Texas, Division of Extension, Industrial and Business Training, Austin, Texas.

Your Opportunities in Retailing, Strayer Junior College, 601 Thirteenth Street, N. W., Washington, D. C.

Scott, George. *Your Future in Retailing*, Richards Rosen Press, Inc., New York, 1961.

Hass and Perry. *Sales Horizons*, Prentice-Hall, 1963.

Chain Store Age, Lebhar-Friedman Publications, Inc., 500 W. Dearborn Street, Chicago, Illinois.

Teletraining for Business Studies, Atlantic Telegraph and Telephone, 1965.

Advertising Presentation, Second National Bank of New Haven, Connecticut.

Retail Advertising Week, Milton B. Conhaim Company, 101 Fifth Avenue, New York.

New Haven Market Project, Southern New England Telephone Company, New Haven, Connecticut.

The Retail Managers Magazine, National Retail Merchants Association, Inc., 100 West 31st Street, New York, N. Y., 1968.

Produce-Care, Preparation and Merchandising, (a kit), Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas, Austin Texas.

Provision for Cooperative Occupational Work Experience

Solution to the problem of combining theoretical and practical education seems to depend on some form of cooperation between school and business. In order to give an impetus to training for distributive occupations, the George-Deen Act was passed by Congress in 1936. Under this act a little over a million dollars of Federal funds was allocated for this type of training. Local programs were inaugurated for training high school students on a co-operative basis and for in-service training of workers engaged in some form of distribution. Today's co-operative work experience is, consequently, a far step forward from the rather haphazard arrangement by which students got experience by doing voluntary work in the school office, going downtown to help during the rush season, or mimeographing the songs for the PTA meeting.

There are difficulties involved in co-operative training as there are in all other kinds of human relationship: (1) businessmen are not always willing to co-operate, (2) some school administrators do not like the variation from the regular program, and (3) parents sometimes object. Yet the values are such that these difficulties should not be permitted to affect seriously the program. Without some form of co-operative program in which the student can combine work experience and study, distributive education would be much less effective in the secondary-school program.

In the main, all students that are enrolled in Distributive Education I in the high schools surveyed are required to work a minimum of 400 hours during the school year. Two of the high schools recommend(but do not require) that students enrolled in Distributive Education I obtain some type of co-operative or other occupational work experience. The co-operative or other occupational work experience is arranged for and supervised by the school in almost every case.

Some of the high schools have a school store under the control of the distributive education teacher-coordinator. A school store helps make meaningful all the units of work if it is operated by the students and if it is closely co-ordinated with the work of the distributive education class. In a school store, the student gains some elementary experience in sales, unit control, cashiering, and many other activities of a distributive nature.

The Work Distributive Education Students do on the Job

Those students engaged in distributive work do many different jobs. Among the jobs to which the students are assigned are: cashiers, merchandise checkers, telephone operators, adjusters, supervisors, credit managers, floor managers, buyers, comparison shoppers, elevator operators, delivery workers, package wrappers and package sorters, markers, stock clerks, wrappers of various types, advertising workers, advertising artists, layout men, display artists, sign writers, and window trimmers.

It can be seen that high school distributive education students are provided with opportunities to gain a look at and experience in a number of different types of distributive activities.

One of the questions in which the interviewers were particularly interested dealt with the kinds of jobs or positions distributive education students were able to obtain as part of their cooperative occupational experience. Teacher-coordinators indicated that they were successful in getting students into such jobs as the following:

Cashiers
Stock Clerks
Sales (trainees, retail clerks)
Service station attendants
Bank clerks
Food preparation positions
Waiters
Stock maintenance clerks
Recreation clerks
Bookkeepers

Few if any teacher-coordinators establish "core" types of experiences that they expect cooperating employers to provide to the cooperative students on the job. Some are able to plan a schedule in which the student has some on-the-floor selling experience, some stock work, some invoicing, etc. There seems to be therefore, relatively little control, other than through very informal arrangement with the employing company, over the types or nature of the experiences that the student would have on the job.

Evaluation of Student Performance

Evaluation of the performance of the student on the job is quite different from evaluating classroom performance.

Each school provides the employer with an evaluation form. The form is completed by the company person assigned to supervise the student on the job, and is returned to the teacher-coordinator. The number of times each student is evaluated varies from school to school.

Credit Provided

Most of the schools seem to give one credit per year to students completing successfully Distributive Education I and Distributive Education II. One school gives points which apply against the total points needed for graduation.

A period of cooperative occupational experience is required in most instances in Distributive Education II. Ordinarily a total of one credit is given for all work experience, a few schools give only a half credit, whereas at least one school gives two credits for occupational experience taken as a part of Distributive Education I and II.

Limited Enrollments in Distributive Education Programs

Of the schools visited in connection with this study, the greatest number of students enrolled in any one school in Distributive Education I is 60, and the least number is 12. The average number of students enrolled in Distributive Education I is about 35.

In Distributive Education II, the greatest number of students enrolled in any one school is 23, with 17 being the lowest number. The average for the schools visited is about 21 students.

The number of students enrolled in Distributive Education I and Distributive Education II based on 1968-69 figures provided by the Distributive Education Service of the Connecticut State Department of Education is currently 2,894. This represents an increase of 66 per cent over 1965-66 figures, and over 500 per cent above enrollments in 1962-63.

How Students Use Their Training

One of the means of determining whether the type of education for the distributive occupations given by the high school meets the needs of the students is to provide for some type of follow-up of graduates of the program. The results of such a follow-up can give some indication to the business community, to the school administration, to the guidance department, and to the students and their parents as to whether distributive education makes a very important contribution to the total education of the student.

Determining what former students are now doing, and how well the high school training they received prepared them for their work is part of a good follow-up study. Also, the coordinator is particularly interested in finding out what the employers' reaction is concerning how his former students are performing on the job.

Sometimes information provided by a follow-up study is so general that it is of little value to the school. If the follow-up study is to serve the purposes of the program, it should provide answers to such questions as the following:

1. Where are the former students (graduates and dropouts) of the school and what jobs are they now holding?
2. What types of work are being performed on the job?
3. What machines and special equipment are used on the job?
4. What knowledges, skills, and understandings do the employees need for performing their work successfully? Which of these did they obtain during their school training: What did they not learn that they now feel they should have obtained when in school?
5. What are or were the lines of promotion open to them? What are the knowledges, skills, and understandings required for occupational adjustment and promotion?

6. What strengths are displayed by beginning workers on the job? What weaknesses?

7. What are the desirable personal qualifications required for the job? Does the employee exhibit these? What weaknesses are noted?

8. What new types of jobs are appearing in the stores and offices and what education and training will they demand? In other words, what are the changing demands of the store and office?

9. What additional education or training has been obtained by the graduate (or dropout, if not graduate), what was the nature of the training, and where was it taken?

10. What types of training now given by the school might best be learned on the job, and what information and skills now learned on the job might best be taught in the schools?[40]

The answers to questions such as these would be of great value in assisting the school-coordinator to improve his program and instruction so that young people who enter the distributive world are better prepared to succeed on the job and to advance to positions of greater responsibility.

Of the Connecticut schools surveyed, different means of follow-up were used. Every school used some type of follow-up of its graduates, as follow-up is a requirement of the State in relation to distributive education. Most schools relied on the questionnaire technique to obtain information needed from graduates.

Over the past three years it is estimated that about 50 per cent of the students who have completed their preparation for the distributive occupations in high schools appear to have entered the field of distribution. The following is a list of jobs the students had entered or moved into in the field of distribution:

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[40] Nolan, C. A., Carlos Hayden, and Dean R. Malsbary. Principles and Problems of Business Education (Third Edition), South-Western Publishing Company, Cincinnati, 1967, page 18-19.

Credit managers
Assistant credit managers
Bank tellers
Assistant buyers
Sales clerks
Junior executives
Branch managers
Salesmen
Mid-management training programs

In addition to the types of jobs mentioned above, the coordinators feel that their students were also prepared for the following jobs in the field of distribution:

Stock clerks
Retailing selling
Low management positions
Assistant departmental managers
Departmental managers

The Distributive Education Program and the Disadvantaged Student

Because of the high demand for workers and the opportunity for immediate employment both during school and upon graduation from high school provided by the field of distribution, it would seem that distributive education programs would attract disadvantaged students or students representing minority groups. However, it appears that the number of such students currently enrolled in distributive education programs is very small indeed. In many cases the teacher-coordinator of the program was not able to give even an estimate of what percentage of his students would be considered members of disadvantaged or minority groups. In only one school is there a substantial number of such students, constituting about half of the student enrollment in that particular program.

It is quite likely that enrollments in all school programs reflect the social and economic nature of the community in which the high school is located. This is particularly true inasmuch as all students living within the geographical boundaries of a given school district are expected to attend the high school in that area. Thus, one would expect to find a substantially larger percent of minority and disadvantaged group students in distributive programs in those school communities which have greater minority and disadvantaged populations in relation to the community's total population.

The question might be raised, though, as to whether any special attempt, in view of the excellent opportunities that exist in the distributive area, is being made to acquaint such students with the program in the school designed to prepare students for the distributive occupations. Teacher-coordinators feel that attempt is made to acquaint all students in the school with the distributive education program through such means as the curriculum guide and usual counseling procedures. However, it was observed that no special effort appears to be made to call the program directly to the attention of students who might be considered to represent minority or disadvantaged groups.

PART FIVE

Preparation for the Distributive Occupations in the Community College - General Considerations

Terminal preparation for the distributive occupations at the community college level is mainly concerned with students preparing for the semiprofessional occupations and for the junior or middle management careers. As pointed out by Carmichael,[41] a rapidly developing occupational program in post-secondary institutions is the "Mid-Management" curriculum. One of the reasons for the growth of this type of program is the fact that the retail trade industry, which is the major factor in distribution in our economy, employs more persons at the middle management level than does any other industry. In addition to this, the present shortage of qualified middle managers is causing retailers to look to the post-secondary institution as a relatively new source of middle management manpower.

In the full report of his study on the role of the junior college in education for business, Goddard[42] points out that the increase in the number of semi-professional occupations, the lack of educational facilities by the professional and vocational schools, and the reluctance of some of our institutions to provide suitable programs have increased the need for offering terminal-vocational programs at the junior college level. He goes on to stipulate that such terminal-vocational programs should include

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[41] Carmichael, John Hector. An Analysis of Activities of Middle Management Personnel in the Retail Trade Industry with Implications for Curriculum Development in Post-secondary Institutions, A research project conducted with support from the J. L. Hudson Company, Detroit, Michigan, and the Research and Development Program in Vocational-Technical Education, Michigan State University, East Lansing, Michigan, 1968.

[42] Goddard, M. Lee. The Potential Role of the Junior College in Education for Business, Indiana University, 1962, doctor's thesis, page 118.

> a generous amount of general education, provide cooperative work experience, and bear a close relationship to business and the local community. The programs should be centered around preparation for a family of occupations instead of one specific job since the constant modifications of business occupations may mean that the student will need to change positions a number of times during the course of his employable life.[43]

Employers are finding that many students who come to them directly from high school do need additional schooling. Horton,[44] in his study of the effectiveness of junior college terminal curricula, found that over a third of the employers included in the study felt that their employees who had no junior college needed additional training and education for success in their present job. He also found that business personnel with junior college training had significantly greater job status, more current income, were upgraded faster, and were more satisfied with the rate of progress than those in business who went to work right out of high school.[45]

Need to Keep Curriculum in Tune with Trends

In considering the offerings designed to prepare students to enter the distributive occupations, every attempt should be made to ascertain that the program is up to date in terms of the needs of the students and of the business community. This note of caution appears to be particularly important when one considers the finding of Poland, in his study of implications of social, economic and technical trends on business curricula in public community colleges. Based on his findings, he feels that too often "a gap exists between the knowledge and/or awareness of trends on the part of business education personnel in the public community college . . . and the implementation of the trend into the business programs."[46]

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[43] Ibid., page 22 of C-15 Monograph of Study.

[44] Horton, Henry A. An Evaluation of the Effectivensss of Junior College Terminal Curricula, University of Texas, 1962, doctor's thesis, page 152.

[45] Ibid., page 293.

Determining the Type of Distributive Education Needed

It is not always an easy matter to keep the educational program in tune with changing needs, partly because employers do not agree on what constitutes the best preparation for the job. Unfortunately, too, relatively little research has been undertaken and completed dealing with preparation for the distributive occupations at the community college level. Furthermore, most of the research that has been done is restricted largely to a consideration of the activities and educational needs of retail managerial personnel. Nonetheless, limited though the research may be, some of the studies discussed in this report do give some light on at least these aspects of post-secondary education for distributive occupations.

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[46] Poland, Robert. Implications of Certain Social, Economic, and Technical Trends on Business Curricula in the Public Community Colleges of Michigan, Michigan State University, 1962, doctor's thesis, page 152.

What Should Comprise Study for Distribution?

A consideration of the functions of management personnel is always of help in considering educational programs designed to prepare for that type of work. The research discussed in the section of this report dealing with competencies will be recalled. Buckner in his study of retail store executives found that eleven areas of knowledge are essential to the performance of managerial responsibilities. These are:

Accounting
Business math
Merchandising
Advertising
Psychology
Retail principles and practices
Economics
Personnel management
Marketing
English
Management[47]

The college courses that were felt to be either essential or desirable for success in retailing identified in the study include:

Merchandise mathematics
Business English
Human Relations
Management
Marketing
Mathematics
Salesmanship
English composition
Retail store operation
Economics
Retail buying[48]

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[47] Buckner, Leroy H. A Study of the Characteristics and Qualifications of Retail Store Executives and Their Appraisal of the Competencies Needed by their Successors, George Washington University, 1966, doctor's thesis, page 69.

[48] Ibid., page 56.

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A more detailed discussion of courses of particular value in the education of managerial personnel is presented by Kunesmiller[49] based on his study of the educational needs of retail store owners. He sets forth the courses, by management areas, as follows:

- Physical store management
    - Store location
    - Store layout

- Personnel management
    - Personnel management
    - Employee relations

- Merchandise management
    - Merchandising (buying and pricing)
    - Retailing
    - Inventory control
    - Unit control for small business
    - Display
    - Textiles and fabrics
    - Fitting (garments)
    - Interior decoration

- Sales management
    - Sales management
    - Salesmanship
    - Sales forecasting
    - Advertising
    - Sales psychology
    - Customer relations

- Money management
    - Retail management accounting
    - Accounting analysis
    - General accounting
    - Bookkeeping
    - Cost accounting
    - Finance
    - Budgeting
    - Business Taxation
    - Credit management

- Community relations
    - Public speaking
    - Public relations

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[49] Kunesmiller, Charles F. Recognized Educational Needs of Independent Retail Store Owners in Selected Cities in California, University of Southern California, 1961, doctor's thesis, page 213.

- General management
    - Office organization and procedures
    - Business administration for small business
    - Business management (operations)
    - Business law
    - Business ethics
    - Human relations
    - Psychology
    - Marketing
    - Statistics

- Miscellaneous
    - Air conditioning engineering
    - Economics
    - English
    - Business machines
    - Typewriting
    - Estimating job costs
    - Real estate
    - Work experience

The author of that study details, in rather specific fashion, the nature of what should be studied within each management area.

A number of programs for training persons for selected distributive occupations at the post-secondary level are being developed and conducted. The financial assistance given through the Vocational Education Act of 1963 has enabled post-secondary institutions to expand such programs. According to information provided by the United States Office of Education, over 21,000 students were enrolled in post-secondary distributive education programs in 1967, and it is estimated that over 90,000 students will be enrolled for the 1969-70 school year.[50]

The purposes of the different programs that are being instituted and conducted will, of course, vary. In Connecticut, one of the more carefully thought-through community college programs for students interested in preparing for a career in distribution is that of Manchester Community College. The aims and objectives of that program, referred to as the Marketing Program, are stated as follows:

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[50] Fact Sheet Vocational Education Fiscal Year 1967 Data, Bureau of Adult, Vocational, and Library Programs, Division of Vocational-Technical Education, United States Office of Education, Washington, D.C., 1967, page 32.

> The Marketing Program is designed to give a firm and solid foundation of knowledge to qualified men and women to have the potential for future managerial or executive responsibility. The program of study is correlated with employment opportunities of the area and prepares the student for occupational competency in semi-professional level fields.[51]

Subject-Matter Content in Community College Distributive Courses

In an attempt to particularize the subject-matter content generally taught in the basic courses in distribution in the community colleges of the state of Connecticut, the present investigators sought to identify the basic textbooks used in these courses. These are identified in another section of this report. It was thought that a general review of the units and topics presented in these books would give persons interested in the articulation of high school and community college education for the distributive occupations a basis for comparing and contrasting units and topics taught at the two levels. While it is not, of course, suggested that the learning of a community college student studying one of the distributive courses is limited to the textbook, it is probably true that most instructors expect the student to obtain at least his basic information from the assigned textbooks. A list of basic textbooks in distribution commonly required of students appears on page 70. Based on an examination of the basic textbooks used in the four primary courses in distribution, it may be assumed that the following units and topics are developed with the community college student of distribution:

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[51] (Source: Manchester Community College Marketing Program brochure, page 2.)

Marketing and Marketing Principles

Topics covered in all basic texts:

Management's role in marketing
The market: people, money and fashion
Consumer motivation and behavior
Consumer buying patterns and goods
Brands, packaging, and other product characteristics
Distribution structure
Limited-function wholesalers and agent middlemen
Selecting channels of distribution
Selling policies and practices

Topics covered in some but not all basic texts:

Marketing functions and institutions
Development of retailing and current trends
The small independent retailer
Group activities of independent retailers
Large-scale retailing: chain stores and supermarkets
Large-scale retailing: department store, discount house, and mail-order company
Direct retailing and consumers' co-operatives
Components of our wholesaling structure
The service wholesaler
Wholesaling activities of manufacturers
Wholesaling agricultural consumers goods
The market for industrial goods
Marketing manufactured industrial goods
Marketing raw materials
The commodity exchange as a marketing agency
Co-operative marketing by farmers
Marketing research and policies
Merchandising or product development
Buying policies and practices
Policies and practices concerning physical supply
Nonprice competition as a selling policy
Pricing under different competitive conditions
Marketing price policies and practices
Government relationships to marketing
Marketing in the economy
Marketing of services
The industrial market
Product planning and development
Product-line policies and strategies
Distribution channels and the retail market
Retailers and methods of operation

Competitive conflicts and cooperation in distribution channels
Management of physical distribution
The promotional program
Management of personal selling
Management of advertising
Marketing agricultural products
International marketing
Market planning
Analysis of sales volume and marketing costs
Marketing: appraisal and prospect
Marketing management and marketing strategy planning
Uncontrollable variables affect marketing management
Gathering marketing information
Forecasting market opportunities
Consumers: the American market
Consumers: international markets
Consumers: a behavioral science view
Intermediate customers and their buying behavior
Product--introduction
Consumer goods
Industrial goods
Product planning
Place--introduction
Place objectives and policies
Retailing
Wholesaling and wholesalers
Physical distribution
Development and management of channel systems
Promotion--introduction
Personal selling
Mass selling
The influence of legislation on pricing
Integrating a marketing program
Controlling marketing programs
Does marketing cost too much--an evaluation

Retailing

Topics covered in all basic texts:

Requirements of successful retail management
Careers and opportunities in retailing
Store location
The store building, fixtures, and equipment
Store layout
Organization for effective management of retail stores
Retail personnel management and human relations
Buying to meet customers' wants
Merchandise resources and suitable merchandise
Negotiations for merchandise and transfer of title
Merchandise control
Merchandise management through the budget
Receiving, checking, and marking merchandise
Pricing merchandise

Retail advertising and display
Retail sales promotion by other nonpersonal methods
Personal salesmanship
Customer
Services
Accounting records and the cost method
The retail inventory method and merchandise management accounting
Expense classification, analysis, and control
Retail credit and collections
Retail insurance
Co-ordination--A major management responsibility

Topics covered in some but not all basic texts:

Handling sales transactions
Epilogue: ferment in retailing
Retailing: its structure and environment
Merchandising--the basis for successful store operation
Basic profit elements
How to figure profits
How to analyze the profit and loss statement
How to determine markup
How to average markup
How to plan markup and retail price
How to establish pricing policies
How to set price lines
How to control markdowns
How to take inventory
How to determine and control stock shortages
How to value inventory by the cost methods
How to value inventory by the retail method
How to evaluate the retail method of inventory
How to measure stock-turn
How to increase stock-turn and dispose of slow-selling merchandise
How to analyze dollar sales and stock records
How to plan sales and markdowns
How to plan stocks in dollars
How to control unit stocks through sales analysis
How to control unit stocks through periodic inventory analysis
How to plan model stocks and unit reorder quantities

Salesmanship

Topics covered in all basic texts:

The salesman's job and his qualifications
The salesman's company
Know your company, its products, and its competition
The value of advertising and sales promotion
Planning and delivering the sales presentation
Handling objections
How to close successfully

Topics covered in some but not all basic texts:

The role of selling in the American economy
Salesmanship: its nature and regards
Why people buy
Know your customer
Knowledge of price, discount, and credit practices
Prospecting
Getting the right start
Dramatizing the sales presentation
A standard memorized presentation
Sales presentations illustrated
Building good will
Planning and controlling sales efforts
Increasing sales volume through telephone and direct-mail selling
How salesmen are selected and trained
Starting a career in industrial selling
Introduction to sales management
The challenge for tomorrow's salesman
The sequence of selling
Some prerequisites of an organized sales presentation
Locating and qualifying prospects
Securing the interview
How to prepare an effective demonstration
How to overcome objections
Retail salesmanship
The sales manager's job
Marketing legislation and sales practices
The job of selling
Sales personality
The salesman's prospective customers
Buying motives
Competition
Getting and opening the interview
Telling the story
Demonstrating with showmanship
Working with customers
Managing himself

Advertising (single text)

Role of advertising in our economy and in marketing
Strategy of campaigns (basic strategy, specific purpose tactics)
The behavioral sciences and advertising
Copy--its structure and style
Visualizing
Layouts
Planning the print production
Using newspapers and magazines
Using television and radio
Using outdoor and transit advertising
Using direct mail advertising and other media
The strategy of media planning
Creating the trademark

Packaging
Marketing research
The dealer program
The complete campaign
Advertising management
Retail advertising
Industrial advertising
Background of laws relating to advertising
Critique of advertising

A Model Program--Marketing Management

Although no one program can be set up as ideal for all post-secondary institutions, it seems as if the program established by the Institute of Technology (Duluth, Minnesota area)[52] offers a complete and fairly well balanced terminal type of two-year program. Marketing Management, of interest to students preparing for careers in sales and distribution, is designed to prepare students for entry positions at the mid-management and supervisory level in retail, wholesale, and fashion merchandising. Students are expected to participate actively in national and state student marketing associations. The type of positions for which the program prepares the student include:

retail salesperson
retail department head
fashion sales manager
merchandise buyer
display specialist/manager
fashion buyer
advertising specialist
manufacture's sales representative
wholesale representative
credit counselor/manager
public relations and promotion
retail manager/owner
inventory control specialist
fashion merchandiser
sales representative
sales manager

Students who complete the two-year program at the Institute are often selected by business firms for their management training programs.

The program features three distinct fields of specialization within

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[52] Catalog (1968), Duluth Area Institute of Technology, Duluth, Minnesota.

Marketing Management—Fashion Merchandising, Retail Management, and Wholesale Management. All students in Marketing Management take the same courses during the first three quarters of the first year, with the exception of a single course in the third quarter. During the third quarter, students elect a field of specialization: Fashion Merchandising, Retail Management or Wholesale Management. The courses that all students take during the first year include:

Communications I and II and III
Marketing I and II
Accounting Principles
Technical Math
Business Law
Merchandise Math
Psychology of Human Relations
Sales Psychology
Introduction to Data Processing
American Institutions, and
Visual Merchandising

During the second year, all students take these courses:

Principles of Management I and II
Advertising
Textiles and Non-textiles
Economics, and
Sales Management

Specialized courses taken by students following the Fashion Merchandising specialization include:

Introduction to Fashion Merchandising
Fashion Modeling and Speech
Techniques of Fashion Buying
Occupational Research and Analysis
Retailing Principles
Electives (6 credits)

Specialized courses taken by students following the Retail Management specialization include;

Retailing Principles
Credit and Collections I and II
Principles of Insurance
Purchasing

Marketing Seminar
Electives (6 credits)

And finally, specialized courses taken by students following the Wholesale Management specialization include:

Wholesaling Principles
Credit and Collections I and II
Principles of Insurance
Purchasing
Marketing Seminar
Traffic and Physical Distribution

There appears to be no room for electives in the Wholesale Management specialization.

It should be noted, of course, that the above program with its three areas of specialization is that of an institute of technology--not that of a community college. The community college may well feel that it should expect of students more work in general education, and less specialization. The program is presented here only for consideration and discussion of the type of program that might best meet the needs of career students who expect to enter the distribution occupations upon graduation from a two-year institution, based upon their occupational choice.

PART SIX

An Overview of Preparation for the Distributive Occupations in the Community Colleges of Connecticut

It is commonly recognized that there is a great demand for trained personnel for the distributive occupations. We have seen something of the opportunities and the training available to young persons of high school age who are interested in earning their livelihood in the field of distribution. Opportunities also exist for those who are interested in extending their education beyond high school and at the same time preparing for positions in the field of marketing and distribution at a more advanced level than the occupations for which training is given in high schools.

The community college development in Connecticut is of recent origin. The oldest public community college in the state is Norwalk Community College which began its operations in 1961, followed by Manchester Community College which opened in 1963. The other community colleges (Middlesex, Mattatuck, Housatonic, Greater Hartford, Northwest, and South Central) have all begun operations since these dates, and other community colleges are being planned. Because the community college is such a new movement and because of the limited numbers of students who have taken and completed programs designed to prepare for entrance into and success in the distributive occupations or positions, there has been very limited opportunity to obtain helpful information based on the work. Some information, however, obtained from follow-up of and discussions with students of distributive occupations programs have been of assistance in evaluating and revising programs designed to build proficiency in marketing and the distributive occupations.

Relatively little research has been undertaken and completed dealing with community college programs in other states that purport to prepare students to enter the field of distribution. A number of studies have been undertaken and completed dealing with distributive education at the secondary school level. Perhaps the future will see increased attention given to preparation for the distributive occupations at the community college level.

Recent as the community college development in the state of Connecticut is, however, most if not all of the colleges have developed or are in the process of developing programs to prepare students for the world of distribution. Recognizing the limitations of such recently developed programs, a look at the programs, their commonalities and their differences, and the views of those who head up such programs might prove helpful in dealing with the broader topic of this study, the articulation of high school and college preparation for the distributive occupations. Information relative to marketing and related programs in distribution presently offered in the community colleges of the state of Connecticut was obtained from several sources. These included an examination of the catalogues of all existing community colleges, up-to-date curricular listings provided through the community college central office, by visiting and talking with responsible persons involved in the planning, directing, or teaching the distributive program of selected community colleges. A copy of the interview sheet employed both as a guide and as a form for the recording of responses to questions asked appears in the appendix.

The Nature and Content of the Program

The programs in the community colleges at the present time that have as their immediate (career) or ultimate (transfer) objective giving students the opportunity to prepare for careers in the field of distribution are usually curricular sequences within and under the broader framework of business or business administration. This curricular sequence, or major, is most commonly referred to as Marketing, or Marketing and Distribution, and has the same program status as curricular sequences in Accounting, Secretarial, Data Processing, General Business, and other such majors. At least one college offers both a transfer program in Marketing and Distribution and a career program; the career program differs from the transfer program mainly in that general education courses are included in the transfer program, whereas more specialized marketing and other business courses comprise a greater share of the career two-year program leading to the Associate of Science degree. For purposes of our discussion of community college programs preparing for careers in marketing and distribution, attention in this report will be centered upon career rather than transfer programs.

The community college program designed for preparing students for careers in marketing and distribution is essentially made up of three distinct parts: general education courses, such as English, history, philosophy, sicience, and mathematics, to broaden the student's background; specialized courses in marketing and distribution, such as principles of marketing, salesmanship, merchandising, advertising, and retailing; related business and other courses—courses related to or that make basic contributions to the student's marketing objective, such courses as business communication, economics, accounting, statistics, public speaking, business law, and the like. Although it varies by institution, the general education courses appear to constitute from 15 to 27 semester hours of the total of ordinarily 60 required for the A. S. degree; the specialized courses in marketing and distribution, 9 to 20 hours; and the related business and other courses, from 15 to 27 hours.* In some Connecticut community college programs, supervised cooperative occupational experience is a required part of the marketing program whether or not college credit is given for such experience.

It is interesting to note that the present programs vary widely in terms not only of the number of semester hours required of a student in general education, specialized courses, and business and other related courses; but also in the distribution of these throughout the program. Most of the colleges have the student take more general education courses the first of his two years at the college, and more of the specialized and business and other related courses the second year. However, in some of the institutions, the first-year student takes more business and vocationally related courses than general education courses.

In those community colleges offering a marketing major, required courses offered by one or more of the colleges are:

Marketing I—a Managerial Approach
Principles of Marketing
Salesmanship
Merchandising
Retailing
Advertising
Advertising and Sales Promotion
Cooperative Work Experience

One or more of the community colleges in Connecticut require students who are preparing for careers in the field of distribution to take certain courses—courses that the college feels make direct contributions to the student's vocational preparation. These include:

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*This information based upon an examination of community college bulletins and up-dated related materials.

- Accounting
- Economics
- Business Law
- Effective (or Public) Speaking
- General Psychology
- Business Communication
- Business Management
- Statistics
- Math of Finance
- Business Math
- Introduction to Business
- Business Organization

Courses that students are encouraged to plan into their programs, but which are not required include:

- Financial Institutions
- Corporation Finance
- A foreign language (preferably Spanish)
- Art (particularly if the student is interested in advertising within the marketing program)
- Typewriting
- Psychology
- Blueprint Reading (particularly if the student is interested in an industrial sales occupation)

Instructional Material Used

As has been seen from the listing of courses commonly required of students preparing for the distributive occupations, the four main courses or areas of study within marketing are: marketing principles, salesmanship, advertising, and retailing (merchandising). Although a few of the colleges have clearly defined courses of study indicating the content of those courses, it appears that most of the instructors rely rather heavily upon the basic textbooks for both the content of the course and the organization thereof. It was thought, therefore, that the identification of basic texts for the main courses in marketing and distribution and some indication of the supplementary materials used would be helpful in determining the nature and content of the courses as offered. Thus, the following section presents a brief listing of the main courses in marketing and distribution, together with the textbooks required in the course. It should be understood that no one school requires all those listed under a course, but that the texts listed are representative of the basic instructional text material used in the course.

BASIC TEXT MATERIAL

Marketing I or Principles

Duncan and Phillips, Marketing
Irwin Publishing Company (latest ed.)

McCarthy, Marketing—A Managerial Approach (with workbook, case approach) Irwin Publishing Company (Third ed.)

McCarthy, Basic Marketing—A Managerial Approach
Irwin Publishing Company

Stanton, Fundamentals of Marketing
McGraw-Hill Book Company (Second ed.)

Merchandising (incl. Retailing)

Duncan and Phillips, Retailing Principles and Methods
Irwin Publishing Company, 1963

Duncan and Phillips, Retailing
Irwin Publishing Company (latest ed.)

Jones, Retail Management
Irwin Publishing Company, 1965

Jones, Merchandising Problems (Math section, particularly)
Prentice-Hall, Inc., 1967

Wingate and Schaffer, Techniques of Retail Merchandising (latest ed.)
Prentice-Hall, Inc.

Salesmanship

Grief, Modern Salesmanship
Prentice-Hall, 1958

Johnson, Creative Selling (latest ed.)
South-Western Publishing Company

Johnson, Creative Selling
South-Western Publishing Company, 1966

Kirkpatrick, Salesmanship
South-Western Publishing Company, 1964

Pederson and Wright, Salesmanship—Principles and Methods
Irwin Publishing Company, 1966

Advertising

Klemnpner, Advertising Procedures (Fifth Edition)
Prentice-Hall, Inc.

Although it can be expected that the basic concepts and knowledges in a given course are gained through instructor lectures and from readings in the prescribed text material, most instructors assign and expect the student to read or otherwise make use of selected supplementary materials. Examples of the types of such materials used in connection with the main courses in marketing and distribution in the community colleges are indicated below:

SUPPLEMENTARY MATERIALS

Periodicals and Papers

The Journal of Marketing
Fortune
Harvard Business Review
Advertising Age
Women's Wear Daily
Printer's Ink
The Marketing News
Business Week
Marketing Insights
Wall Street Journal
Sales Management
Marketing Communications

Periodicals and Papers (continued)

Sales Executives (weekly) (put out by Sales Exec. Club of NYC)
Electrical Wholesaling (McGraw-Hill monthly)
Marketing Insights (students subscribe) 40 Rush Street, Chicago

Books

Arnold, Edmund C., Ink on Paper, Harper and Row

Picket Pall
International Paper Company, Ninth ed.

Brennan, Edward, Advertising Media,
McGraw-Hill Book Company

Ernest, J. W., Our System of Distribution
Div. of Voc. Educ., U. of Calif.

Texas D. E. Bibliography (1961 Suppl.)
Texas Educ. Agency, D. E. Division, Austin.

Packard, Vance, The Hidden Persuaders, Pocket Books, Inc.

Schiff, J. S., Salesmanship Fundamentals
J. S. Schiff Associates

Pamphlets and Brochures

By following companies:
- Gray Manufacturing Company
- Addressograph-Multigraph Company
- Investor's Diversified Services
- Massachusetts Life Insurance Company

Proctor and Gamble Cases (Cincinnati)

National Cash Register materials

Fairchild Publications

DECA materials

Materials made available by
National Sales Executives, (136 E. 57 Street, New York City)

"Marketing Aids"
Sales and Mrk. Executives-International
630 Third Avenue, New York City 10017

Other Aspects of the Programs

Although it is generally believed that most student learning is brought about through regular classroom academic activity, much of the success of programs purposing to prepare students for entrance into and success in distributive occupations may lie in other aspects of the program. Such factors might be considered as who may be admitted to such a program, what types of supervised cooperative occupational experiences are provided, and what types of follow-up and recruitment activities are employed. Because of the problems caused by the recency and rapid growth of the community college, the investigators were not able to explore these factors in depth; however, at least an overall look at these aspects might give some general understanding with respect to them.

Who May Prepare for the Distributive Occupations?

In the main, any student who is admissable to the community college and who shows an interest in the distributive occupations may follow this area of study, that is, major in Marketing. In some colleges, however, not all may apply for and be accepted in the supervised occupational experience program. Only those who give promise of successful performance are placed with business firms for this type of occupational experience.

At least one college requires the student to have at least a B average and another a cumulative point ratio of 2.0 (on a 4 point scale) in order to be eligible to participate in the supervised occupational experience program.

It is of interest to note that few of the college students who declare their intention to prepare for distributive occupations, in the judgment of those college personnel in charge of these programs, are students who took distributive education in high school. None of the community college distributive educators interviewed seem to feel that more than 20 per cent of the present marketing majors took distributive education in high school, and most feel that a truer figure would be less than 10 per cent. Actually, little attempt had been made on the part of community college personnel to determine objectively the prior training of students interested in preparation for distributive occupations at the college level.

Perhaps it is just as well that few students embarking upon training for the distributive occupations took DE in high school, since few if any of the community colleges recognize, for credit purposes, that work. Nor do most of the colleges even permit a student advanced course standing if work similar to the college course was taken in high school. In at least one case, however, taking a given marketing course may be waived for a student who has had high school distributive education if the student takes and passes a test that indicates he has acquired at least the basic competencies and understandings provided in that course.

Occupational Experiences Provided Through the Community College

There has been, and probably will continue to be, considerable discussion as to the relative worth of the school supervised cooperative occupational experience as part of an educational program that has as its purpose preparing persons to enter the distributive occupations. The details of this are reserved for a later discussion. Generally, though, it is felt that actual supervised work on a job serves as a bridge between education and the world of work and has real educational value.

Some of Connecticut's community colleges, realizing that, do make provision for this type of experience.

Nature, length, grade level, and credit given. Though some of the community colleges of the state make no attempt to provide supervised occupational experiences in the distributive occupations for their students, those who do seem to have rather definite and well defined practices. The usual procedure is for the person in charge of the placement (who often is the person heading up the Marketing program) to recommend the student, based on the personal resume the student has completed for the school, to specific companies who are cooperating in the supervised cooperative occupational experience program. The company, then, assigns the student to the specific jobs. Often, but not always, the company representative, the occupational experience coordinator and the student cooperate in planning the nature of the work experience and the specific job or jobs to which the student is or will be assigned.

In some instances, the student is expected to get his own job or to retain the one that he held prior to enrolling at the college. If the job is in accordance with the student's stated career objective, the school accepts the job as school supervised occupational experience.

The place and duration of the supervised occupational experience within the program of the student varies. One institution requires the student to work a minimum of 240 hours, and another 320 hours during the two years of his college experience, most of the work being undertaken during the student's second year. Others recuire one semester, and others two full semesters (sometimes a third semester is optional) of supervised cooperative occupational experience, with a minimum of 15 hours of work per week each semester. Some schools permit the student to gain his work experience during summers under school supervision.

In a few programs, college credit is given for the completion of satisfactory school supervised occupational experience. This credit varies from three semester hours for meeting the total occupational experience requirement, to three hours for each semester in which occupational experience is undertaken. Some institutions, though, expect the student to complete the required number of hours of supervised occupational experience, but do not grant college credit for his doing so. None of the colleges give college credit for any work experience that is not under the supervision of the school, though they may permit unsupervised work experience to count against the total number of hours of occupational experience required for the completion of the program. In all instances in which students work in business firms, they are paid for their work at the regular rate of pay for that type of work.

In some colleges which have a bookstore or school store, students may have the opportunity to work in it as an initial work experience. At the present time, however, it appears that the school store plays little part in the supervised occupational experience program of the college.

Jobs included in occupational experience programs. The jobs to which students under the supervised occupational experience programs are assigned are not clearly defined. The coordinators tend to state these jobs more in terms of the nature of the business firm in which the student is employed: i.e., dry cleaning, travel agency, industrial sales, dry goods, etc. However, coordinators do specify that their students are assigned to sales jobs, department manager trainee, assistant department manager trainee, stock work, service station attendant and assistant manager, and the like. There does not always seem to be a very thorough knowledge of the specific jobs to which most of the students under the program are assigned or of the kind of work they perform.

Coordinators encounter a number of problems relating to supervised occupational experience programs. Among these is the fact that, since almost any student who wants to do so can obtain work on his own, he does not seem to want to bother with a school supervised occupational experience program. Also, students of the caliber that the college would like to see participate in the occupational experience program and that the college would like to send into the business community are those students who are most interested in the transfer program. Some students also object to the long hours and the relatively low pay prevailing in the distributive occupations. These problems affect enrollment in programs preparing for these occupations. Yet, because of the many occupational opportunities in the distributive field, it would seem that preparation for the distributive occupations would be quite attractive to capable but perhaps not highly academically oriented community college students. Such educational programs should certainly make a marked contribution to the vocational success of such students.

Occupational experiences included in the occupational experience program. It appears that, in the main, whatever planning is done to assure that the student who participates in the supervised cooperative occupational experience program obtains a well-rounded and broad occupational experience is accomplished in a most informal manner. Discussion often does occur informally with the student, employer, and coordinator of the program; but there appears to be little if anything in any form of writing. In at least one case, however, the student signs an "I Agree" form which stipulates his responsibilities to the employer. In one program a definite attempt is made to assure that the student gains experience in 3 out of 8 different areas of work activity. These 8 areas are: sales, merchandising and display, advertising, buying, stock and inventory control, coding and pricing, finance (credit and collections), and market research. The extent to which the student gains experience in these areas is determined on the basis of the trainee progress report completed by the employer.

Evaluation of student's performance on the job. Most of the community colleges that have supervised cooperative occupational experience programs do make definite provision for evaluation of the student's performance. The coordinator visits the student on the job and his employer not less than once and in some cases 3 or more times each semester. In addition, formal written evaluations are completed by the employer several times during the student's occupational experience. These are referred to as Trainee Progress Reports, Marketing Student Evaluation, Employee Rating Sheet, Cooperative Work-Experience Report, or other titles.

A part of the evaluation process involves having the student himself report on the activities or specific nature of the work he performed on the job and of the progress he feels he has made toward his career objective.

Follow-Up of Students Prepared in Distributive Programs

As has been mentioned, and should here again be emphasized, the recency of the community college programs precludes intensive follow-up studies at this time—there are just too few graduates. However, based on visits with those involved in or in charge of community college programs designed to prepare students for the distributive occupations, some general observations can be made.

In at least one college, follow-up is a regular function of the educational research director. In the colleges having more established programs, follow-up is considered important, but is somewhat periodic rather than regular. Some regular follow-up is routine because of required reports that must be filed regularly with the Division of Vocational Education of the Connecticut State Department of Education. Some colleges rely on informal follow-up techniques, such as visits with former students and to serve as a basis for keeping the content of the program relevant. It may be interesting to note that in the last two years, six students from one community college have transferred to a four-year institution to prepare for careers as distributive education teacher-coordinators. In the main, though, few of the college coordinators seem to have very definite information as to whether students who majored in a program leading to a career in the distributive occupations had, upon graduation or any time thereafter, actually entered this field of work.

Jobs in Distribution for which Community College Programs Prepare Students

Though definite knowledge as to the types of jobs obtained by graduates was limited, coordinators did seem to feel that graduates of programs preparing for service in the distributive occupations centered around certain types of work. These included positions as advertising representatives, service representatives, positions involving contact with the public (retail sales, industrial sales, etc.), and assistant store or department managers.

More definite were the suggestions relative to the types of jobs or positions for which, in the opinions of community college personnel, the community college career programs in marketing prepared students. These include: department manager, assistant department manager, store manager, commission salesman, advertising representative, retail salesmen, retail trainee, store manager trainee, management trainee, assistant buyer, head of stock, assistant store manager, comparison shopper, distributor, and section manager.

Preparation for the Distributive Occupations and Minority Groups

An attempt was made to learn approximately what percent of the students in the community colleges who are presently preparing for careers in the distributive occupations might be considered members of minority groups or come from the disadvantaged community. Inasmuch as the student body of a college is somewhat representative of the community the college serves, as would be expected the estimates varied considerably. One educator heading up the marketing program in one community college estimated that as many as 50 per cent of the students preparing for careers in distributive occupations were members of a minority or of a disadvantaged group. Another felt that fewer than 5 per cent of his students represented these groups. Others heading up similar programs in other colleges had no idea or could give no estimate of the percentage of their students belonging to these groups.

Little special attempt apparently is being made by most community colleges to apprise members of minority and disadvantaged groups of the opportunities for employment and advancement in the distributive occupations, or of the educational opportunities available through the community colleges to prepare for this type of work. However, information concerning the availability of such training is imparted (along with information concerning other educational programs offered by the community college) through the college bulletins, through college representatives speaking to school groups, and through downtown YMCA and ghetto counseling. Some of the colleges are acquainted with the need to do more to acquaint the disadvantaged with the opportunities they offer to prepare for careers in the distributive occupations. Plans are being made to contact more high schools, and also solicit the aid of the Chamber of Commerce in reaching disadvantaged persons who might benefit from the programs in distribution. It should be noted, too, that with fixed cutoff points for admitting students into the community college, there is a growing need for continuing education programs available for those who wish to prepare for distributive occupations or to upgrade knowledges or skills they may already possess in this vocational area.

PART SEVEN

Need for Supervised Occupational Experience at Different Educational Levels

Much has been said both in favor of and against including supervised occupational experiences in educational programs which are designed to prepare high school and community college youth for the distributive occupations. No attempt though will be made to include a discussion of all arguments in this report. Goddard, as a result of his study, writes:

> Cooperative work experience should be an integral part of the junior college terminal-vocational business education program. In its most prevalent form, cooperative education consists of dividing the student's time between the classroom and business employment which is closely related to his subject area. Carefully planned and supervised cooperative work experience provides the prospective worker with a first-hand opportunity to understand the operation of the American business and economic system and thus helps to bridge the gap between theoretical and practical training; relieves the junior college of the responsibility of providing expensive equipment and facilities; and enables business to recruit employees who have been trained in their own offices.[52]

Carmichael, based on his study, also strongly recommends that students aspiring to middle management positions secure at least one term of retail work experience before graduation. "The recommended arrangement is a cooperative program between the institution and retail firms. Cooperative education provides the student with valuable first-hand retail experience tied to classroom instruction and equips him with practical as well as theoretical understandings of retailing activities."[53]

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[52] Goddard, M. Lee. The Potential Role of the Junior College in Education for Business, Indiana University, 1962, doctor's thesis, (page 29 of C-15 Monograph).

Robertson,[54] in his study of the effects of the cooperative education program on certain employment factors, stressed the fact that such programs utilize the business community as laboratories for meaningful practical business experience. He pointed out that advocates of cooperative education programs emphasize these advantages:

1. Provides realistic setting to provide more effective education
2. Develops important business attitudes and skills
3. Enhances the vocational guidance of the school
4. Reduces the number of school dropouts
5. Supplements school training and allows employers a chance to pre-select workers
6. Makes teachers more aware of new trends
7. Allows students an opportunity to earn extra income
8. Improves student interest in the school.

On the other hand, those who do not advocate cooperative education in the schools make these points:

1. It is impossible to give a person "work experience"
2. High school students are not mature enough to be exposed to such experience
3. Costs to the school and problems in scheduling are both increased
4. Students suffer from lack of general education courses which must give way to the cooperative work
5. There are no objective studies which prove the values of cooperative education
6. Business supervisors do not do as effective a job of teaching as do teachers.[55]

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[53] Carmichael, John Hector. An Analysis of Activities of Middle Management Personnel in the Retail Trade Industry with Implications for Curriculum Development in Post-Secondary Institutions, A research project conducted with support from the J. L. Hudson Company, Detroit, Michigan, and the Research and Development Program in Vocational-Technical Education, Michigan State University, East Lansing, Michigan, 1968, page 169.

[54] Robertson, Leonard. An Exploratory Study of the Effects of the Cooperative Education Program in Beginning Occupations on Selected Employment Factors, Colorado State College, 1965, doctor's thesis, page 1.

[55] Ibid., page 36-37.

It is true, of course, that research proof relating to the value of supervised occupational work experience is lacking. In fact, Zancanella,[56] in his study of the effect of the cooperative training program in the distributive occupations on selected employment factors, found no significant difference in terms of job performance and job satisfaction between graduates now in business who have had and those who have not had work experience as part of the high school program. Although Robertson[57] also found that cooperative education did not appear to have any effect upon such other facts as salary earned, job stability, job performance, and the like, he did find that the program was most beneficial in assisting participants to move from school into the business world and to adjust to it more easily.

Perhaps it might be said that though the values of supervised occupational experience to a given student, intangible as they seem to be, may not be measurable in an objective manner, yet such experience may be most meaningful to a student. Additional research attention needs to be given to the whole area of supervised occupational experience as part of the total high school and community college programs which prepare persons to enter and succeed in distributive occupations.

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[56] Zancanella, James. An Exploratory Study of the Effect of the Cooperative Training Program in the Distributive Occupations on Selected Factors, Colorado State College, 1966, doctor's thesis.

[57] Robertson, Leonard. An Exploratory Study of the Effects of the Cooperative Education Program in Beginning Occupations on Selected Employment Factors, Colorado State College, 1965, doctor's thesis, page 171.

PART EIGHT

Summary
Aspects Related to Competencies and Program Articulation

In order to ascertain the competencies and the level at which they should be developed, as viewed by Connecticut's high school and community college educators, a part of this study involved a discussion of this matter with selected Connecticut high school and community college distributive educators. A checksheet (see Appendix), which was completed by each of the educators visited, was prepared in which competencies were classified under five different headings, as follows:

General knowledges and abilities relating to distribution and the economic system

Customer contact knowledges and abilities

Business methods and clerical knowledges and abilities

Study and research knowledges and abilities

General and personal characteristics, knowledges, and abilities

It was believed that these distributive educators would be of assistance also in determining the educational levels on which these competencies could or should be developed on the part of the student. The educators were asked four basic questions with respect to each competency listed:

1. Is the possession of this competency desirable for a person who intends to enter a distributive occupation?

2. Should this competency be developed in your school's program--at the educational level that your school represents?

3. Does your present program provide the opportunity for the student to develop this competency?

4. Should this competency be left to be developed only on the job?

Identifying Competencies - High School Level

Based on the responses obtained, there seems to be considerably greater agreement among high school distributive educators as to the competencies that should be and are being developed than among the community college educators interviewed. This might be true because of the fact that the high school programs are, in the main, established programs, and a number have operated over a period of years, whereas the community college programs are younger in terms of years of operation.

Of the competencies listed, the high school distributive educators felt that only C-11 (the ability to employ, assign and train marketing personnel) should not be considered a competency that the school could or should strive to develop--that this competency, if developed at all, might well be done on the job. These educators felt that 13 of the 35 competencies listed should be developed at the mastery level, and 13 at the acquaintance level. With respect to the remaining competencies there was difference of opinion as to whether they should be developed at the mastery or at the acquaintance level.

With only one exception, the high school distributive educators felt that competencies that should be developed in the high school program were presently being developed at the appropriate mastery or acquaintance- e ship level. It appears then, that in the opinion of the selected high school distributive educators interviewed, present programs do provide the opportunity for students to develop those competencies, and with the degree of completeness required, deemed desirable for students planning to enter the distributive occupations.

Identifying Competencies - Community College Level

Community college distributive educators, on the other hand, appeared to be much less happy with the opportunities their present programs provide students so far as enabling students to develop needed competencies. These educators questioned were not in agreement as to whether competencies C-8 and C-15 (ability to care for and protect merchandise) and (ability to sketch advertising layouts and prepare show cards) were those needed at all by students going into the field of distribution. They did agree that 33 of the 35 competencies need to be developed by those going into distributive occupations. Also there was considerable feeling, as there was among high school distributive educators, that competency C-11 (ability to employ, assign, and train marketing personnel) should be left to be developed on the job rather than in the school. There was also some feeling among distributive educators that competencies D-3 (ability to learn from merchandising and business operations of the firm and its competitors) and D-4 (ability to read and interpret style trends and merchandise changes) might better be left to be learned or acquired on the job.

Of the 35 competencies listed, the community college educators interviewed seemed to be in rather substantial agreement that the community college programs should provide the student opportunity to develop 9 at the mastery level, and 9 at the acquaintance level. There was considerable difference of opinion as to what degree 11 other competencies should be developed. It is interesting to note that on only one competency, E-3 (ability to display desirable personal qualities, dependability, punctuality, honesty, etc.) was there agreement that the present programs provide opportunity for students to develop this competency at the mastery level. A comparison of the responses of the educators with respect to the competence that should be taught and the degree to which it should be taught on the one hand, and the competence and degree to it is presently taught on the other, reveals a general lack of agreement. This may suggest both an uncertainness as to what present offerings are designed to accomplish, a dissatisfaction with present programs, and/or perhaps a recognition of changing job demands and student needs.

Need for Articulation Apparent

It is not the purpose of this section of this report to present tabulations on or statistics relative to the thoughts of educators on the adequacy of their programs to meet the needs of their students planning to enter the distributive occupations. Perhaps sufficient information has been reported to suggest that there appears to be little articulation between the kinds and degrees of competencies that might well be developed at the high school level and the kinds and degrees of competencies that might best be developed in the community college program or on the job. The whole problem of articulation is intensified as more students who have taken distributive courses in high school pursue this area of study in the community colleges of the state.
It will be recalled that high school distributive educators feel that at least a dozen of the listed basic competencies should be and are developed at the mastery level in their high school programs; the community college programs, on the other hand, expect only an acquaintance level of mastery for these same competencies or else are not in agreement as to the level on which the competency should be developed. It can be seen, therefore, that this poses a problem as to the advanced placement of the student who enters the community college program direct from the high school

distributive education program. Should he be in a course to develop an acquaintanceship with a competency he may already have mastered?

Other Aspects of the Articulation Problem

"Articulation," when used in the educational sense and when related to educational levels of instruction, is used to suggest an interrelatedness, yet with a clear distinction existing. Mitchell, in his study of articulation of certain business subjects between high school and post-secondary schools, defined articulation as "the transition from one level of instruction to the next higher level indicating the extent of coordination in closely related subject matter areas."[58]

Mitchell made a determined attempt to ascertain the extent to which post-secondary institutions recognized work successfully completed by a student in high school in courses similar to those offered in college. He found, for example, that a majority of public and private school educators included in the study equate two semesters of work taken in high school in such areas as office machines, shorthand, and typewriting with one term of college work; and that four semesters of work taken in high school bookkeeping is equated with a single term of college accounting.

There is considerable difference in practices in admitting students from high school into advanced standing in certain college courses, based upon the work they have taken in high school. By "advanced standing" is meant assignment of students in a college course on the basis of earlier training received in business subjects at a lower educational level.

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[58] Mitchell, William M. Articulation of Selected Business Education Subjects Between Senior High School and Non-collegiate Post-secondary Schools with Colleges and Universities in the U. S. Awarding Business Education Degrees, University of North Dakota, 1965, doctor's thesis, page 19.

As Mitchell points out, there seems to be no agreement on the method of placing students with high school business or distributive education backgrounds. Part of this is accounted for because of the fact that a student who has taken a course at or has graduated from a given high school may be considerably better prepared than another student who graduated from a school holding to less exacting standards. In the recommendations based on his study, Mitchell suggests that placement tests be given to all freshmen intending to major in business. The results of these tests could be used in assigning students advanced standing status.

Articulation Assistance Through SIC-Established Student Goals

Sanders[59] would encourage the use of market-functions-oriented courses or programs: buying, management, marketing (export, industrial, credit), operations, and sales promotion (advertising, display). A student would be encouraged to select a market function in which he is interested, and then further encouraged to select an occupational goal in the Standard Industrial Classification groups. For example, a student might be interested in the market function Buying, and in the retail marketing SIC classification 56—Apparel. By grouping all students by occupational choice, a special program for those students having the same occupational goal could be offered when enrollment is sufficient. This concept, of course, could apply in all levels of the program—high school, adult, and post high school.

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[59] Sanders, George. "The Basis of Occupational Goals," (a paper presented at the National Clinic on Distributive Education), Washington, D. C., October, 1963.

Nelson[60] furthers the idea by discussing articulation among the curriculums, emphasizing that each curriculum would have as its objective the development of qualifications for a level of job responsibility in a SIC field. These job levels he describes are (1) basic entry jobs (2) career development jobs and (3) specialist jobs. The reader in-interested in this approach to curriculum construction and articulation is referred to the Sanders and Nelson references for full discussions and the illustrative charts therein included.

Need for Further Consideration of Articulation Problems

It would seem, on the basis of the research literature completed throughout the country and to which reference has been made in this report, together with the interviews the present investigators have held with high school and community college distributive educators, that the need exists for distributive educators representing both levels of education to sit down and consider aspects of and problems related to education for distribution suggested in this report. Such a session may well result in the development of plans for bringing about articulation of programs at the two educational levels and for the improvement of existing programs in order to prepare students better to enter and succeed in careers in the field of distribution.

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[60] Nelson, Edwin L. "A Conceptual Framework for Curriculums in Distributive Education," a presentation by the author, through the Distributive and Marketing Occupations, State Vocational Services, Division of Vocational and Technical Education, U. S. Office of Education, Washington, D. C., (not dated).

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9. Distributive Education - Coordinator's Guide. Bureau of Vocational Services, Division of Vocational Education, Connecticut State Department of Vocational Education, Hartford, 1968-1969.

10. "Distributive Education (Distribution and Marketing)" (a taxomony for student goals), tentative work material, U. S. Office of Education, Washington, D. C., 1966.

11. Distribution 1 and 2 Syllabus. The University of the State of New York and the State Education Department, Albany, 1965.

12. Fact Sheet Vocational Education Fiscal Year 1967 Data, Bureau of Adult, Vocational, and Library Programs, Division of Vocational-Technical Education, United States Office of Education, Washington, D. C., 1967.

13. Guidelines for Cooperative Education and Selected Materials from the National Seminar Held August 1-5, 1966. (A Manual for the Further Development of Cooperative Education), The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio, 1967.

14. Guidelines for Improving Articulation Between Junior and Senior Colleges. A statement by the Joint Committee on Junior and Senior Colleges of the Association of American Colleges, American Association of Junior Colleges, American Association of Collegiate Registrars and Admissions Officers, Publications Division, American Council on Education, Washington, D. C., (not dated).

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16. Henry, Nelson B. (Editor). The Public Junior College, The 1955 Yearbook of the National Society for the Study of Education, The University of Chicago Press, Chicago, 1956.

17. "How Top Retailers Build Executives," Business Week, June 5, 1965, p. 88, 90, 95-96.

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APPENDIX

Study: Articulation - High School and Community College
Education for the Distributive Occupations

INTERVIEW GUIDE

Section I - Information Requested from both High School and Community College

A. Offerings and Instructional Materials (courses in Distribution)

1. What do you offer, and at what grade levels, within the field of Distribution (D. E., marketing, advertising, retailing, etc.)?

2. Which are required of all students preparing for careers in Distribution, and which are elective only? (Interviewer: Asterisk the above which are required.)

3. What books and instructional materials do you use as basic text material (i. e., published materials presenting information which you expect your students to learn and for which you hold them responsible)?

Title of Material Used	Publisher & Date	Course in Which Used

4. What books and instructional materials do you use as reference or supplementary materials (materials that present information made available to all students or only some students, but knowledge and information not required of all students)?

Title of Material Used	Publisher and Date	Course in Which Used

Section II - Information Requested from High School Only

B. Selection of students and non-Distributive courses available

1. How do you select your students? Must they meet any academic or personal requirements before being accepted into the D. E. Program?

2. What non-Distributive courses do your require of all D. E. students that you feel contribute to their preparation for a career in distribution? (Interviewer: This question has vocational intent only. Thus, U. S. History, for example, would not be considered to contribute to vocational competence.)

3. What non-Distributive courses do you encourage (but not require) students to take that you feel contribute to their preparation for a career in distribution?

Section III - Information Requested from the Community College Only

C. Selection of Students and non-Marketing courses available

1. Who may prepare for the distributive occupations in your college? What prerequisites must they meet before taking work in Marketing or related courses?

2. What courses (other than Marketing and distribution courses) do you require of all students who are preparing for the distributive occupations? (Include career and transfer programs.) (Interviewer: This question has vocational intent only. Thus, U. S. History, for example would not be considered to contribute to vocational competence.)

3. What courses (other than Marketing and distribution courses) do you encourage (but not require) students to take that you feel contribute to their preparation to enter the field of distribution?

4. What percentage of students who are preparing to enter distributive occupations have taken Distributive Education in high school?

5. What provision do you make or what credit is given for D. E. work taken by a student when he was in high school?

Section IV - Information Requested from the Community College and High School

D. Occupational Experiences

1. What types of cooperative or other occupational work experience do you expect of the student before he completes his program in your school?

    a. Nature and length of the experience?

    b. Is it arranged for and supervised by the school or college?

    c. At what grade levels?

    d. Do you have a school store under the control of the Marketing or D. E. Department?

    e. Over the past three years, what jobs (or types of jobs) have your students held on which you have supervised them?

2. Are there "core" work experiences which you plan into each student's cooperative occupational experience program? (Example: Do you plan a schedule so that each student has some stock work, on-the-floor selling experience, some invoicing, etc.; or is emphasis on a single type of experience? If core experiences, what are they?)

3. How do you evaluate the student's work on the job? (If an evaluation form is used, ask for a copy.)

4. Do you give any credit for or recognition to work experience (not under the supervision or control of the school) in the distributive occupations?

E. Follow-Up and Recruitment

1. Do you engage in follow-up of your students? _______ If so, what type of follow-up do you have? (Regular, periodic; interview, questionnaire). How often? ____________________

2. Over the past three years, how many of your students who have completed their preparation for the distributive occupations have entered the field of distribution?

3. Into what entry jobs did they go?

4. In addition to the types of jobs your students obtain, what other types of jobs in the field of distribution do you feel your program prepares or should prepare your students for?

5. What percentage of your present students who are preparing for the distributive occupations, would you estimate, might be considered members of the disadvantaged community or represent minority groups?

6. Has there been any attempt, other than the usual college bulletin and college promotional literature, to apprise minority or disadvantaged groups of opportunities in the distributive occupations, and of the opportunities for preparing for such occupations?

Section V

Competencies, knowledges, understandings, etc. needed by those preparing to enter the distributive occupations

Thinking in terms of these (above)(below) needed for success in distributive occupations, indicate desirability of each item listed, and whether adquate provision for opportunity to develop it is made.

Column 1 Is this a desirable competency, knowledge, etc., for a person who wishes to enter a distributive occupation or position? (Jobs vary in their requirements and demands, of course.)

Column 2 Should this competency, etc., be developed in your school's program?

Column 3 Does your present program provide the opportunity to develop this competency, knowledge, etc.?

Column 4 Should be left to be developed on the job.

	Col 1		Col 2				Col 3				Col 4
	Desir.		Should be in sch. prog.				Is dev. in sch. prog.				Should be dev on job
	Yes	No	Yes	No	Mas.	Aq.	Yes	No	Mas.	Aq.	
A. General Knowledges and Abilities Relating to Distribution (and the Economic System)											
1. Appreciation of the contribution of Distribution in the economy											
2. Understanding of the principles of the marketing process											
3. Knowledge of the channels of distribution											
4. Understanding of the relationship between supply, demand, and price											
5. Knowledge of government regulation of sales, advertising, and pricing											
6. Understanding of the opportunties and demands of distributive occupations											
7. ____________________											

	Col 1		Col 2				Col 3				Col 4
	Desir		Should be in sch. prog.				Is dev. in sch. prog.				Should be dev on job
	Yes	No	Yes	No	Mas.	Aq.	Yes	No	Mas.	Aq.	
B. Customer Contact Knowledges and Abilities											
1. Ability to organize and make an effective sales presentation											
2. Knowledge of psychological reasons why people buy											
3. Knowledge of steps in a sale (preapproach, closing, etc.)											
4. Ability to get along with customers											
5. Ability to advise customers on color and style											
6. ____________________											
C. Business Methods and Clerical Knowledges and Abilities											
1. Ability to plan a sales campaign and organize sales promotion											
2. Ability to predict or determine consumer demand											
3. Knowledge of and how to use market information											
4. Ability to prepare or judge effective advertising copy											
5. Ability to use advertising effectively											
6. Knowledge of the role and service of the advertising agency											
7. Ability to handle the "mechanics" of the sale (writing and ringing up the sale, checking credit, making change, weigh and price mdse., wrap, etc.)											

	Col 1		Col 2				Col 3				Col 4
	Desir		Should be in sch. prog.				Is dev. in sch. prog.				Should be dev on job
	Yes	No	Yes	No	Mas.	Aq.	Yes	No	Mas.	Aq.	
8. Ability to care for and protect perchandise											
9. Ability to maintain efficiently store or sales records											
10. Ability to plan store location, layout, and organization											
11. Ability to employ, assign and train marketing personnel											
12. Ability to compute discounts and sales taxes											
13. Ability to handle customer communications by mail											
14. Ability to prepare credit contracts and business forms											
15. Ability to sketch advertising layouts and prepare show cards											
16. ______________________											
17. ______________________											
D. Study and Research Knowledges and Abilities											
1. Ability to read and make effective use of labels and product information											
2. Ability to read and understand regulations and laws (social security, income tax, consumer protection, etc.)											
3. Ability to learn from merchandising and business operations of the firm and its competitors											
4. Ability to read and interpret style trends and merchandise changes											

	Col 1		Col 2				Col 3				Col 4
	Desir		Should be in sch. prog.				Is dev. in sch. prog.				Should be dev on job
	Yes	No	Yes	No	Mas.	Aq.	Yes	No	Mas.	Aq.	
5. Ability to read and understand business, economic and social changes											
6. ______											
7. ______											
E. General and Personal Characteristics, Knowledges, and Abilities											
1. Ability to express himself orally											
2. Ability to express himself in writing											
3. Ability to display desirable personal qualities (dependability, punctuality, honesty, etc.)											
4. Ability to plan for development in his chosen career											
5. ______											
6. ______											